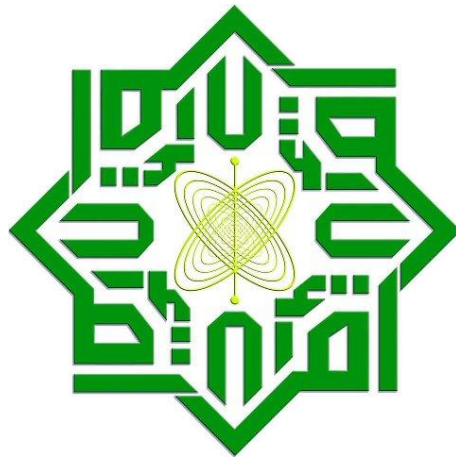


**THE CORRELATION BETWEEN LEARNING STYLES AND
SELF-CONFIDENCE ON STUDENTS' MOTIVATION
AT SMK PERIKANAN PROVINSI RIAU**

Research Proposal

**Submitted to State Islamic University of Sultan Syarif Kasim Riau
in Partial Fulfilment of the Requirements for the Degree
of Master in English Education**



ELLA NOVI ANJANI

21790125769

POST GRADUATE PROGRAM

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM

2019

SUPERVISOR APPROVAL SHEET

Director of Postgraduate Program

State Islamic University Sultan Syarif Kasim Riau

Pekanbaru

Assalamu'alaikum Wr. Wb

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name : Ella Novi Anjani

Student Number : 21790125769

Study Program : Islamic Education

Field of Study : English Education

Title : "The Correlation between Learning Styles and Self-Confidence on Student's Motivation at SMK Perikanan Provinsi Riau"

has been approved to be examined and assessed in the final exam to be held by Postgraduate Program UIN Suska Riau.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Supervisor I

Drs. H. Promadi, MA, Ph.D
NIP. 19640827 199103 1 002

SUPERVISOR APPROVAL SHEET

Director of Postgraduate Program

State Islamic University Sultan Syarif Kasim Riau

Pekanbaru

Assalamu'alaikum Wr. Wb

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name : Ella Novi Anjani

Student Number : 21790125769

Study Program : Islamic Education

Field of Study : English Education

Title : "The Correlation between Learning Styles and Self-Confidence on Student's Motivation at SMK Perikanan Provinsi Riau"

has been approved to be examined and assessed in the final exam to be held by Postgraduate Program UIN Suska Riau.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Supervisor II

Drs. H. Iskandar Arnel, MA. Ph.d
NIP. 19691130 199403 1 003

APPROVAL SHEET

The thesis entitled “The Correlation between Learning Styles and Self-Confidence on Student’s Motivation at SMK Perikanan Provinsi Riau”, written by:

Name : Ella Novi Anjani
Student Number : 21790125769
Program of Study : Islamic Education
Field of Study : English Education

has been approved to be defended in the final exam to be held by the Postgraduate Program UIN Suska Riau

Date : Novemberth, 2019

Date : Novemberth, 2019

Supervisor I

Supervisor II

Drs. H. Promadi, MA, Ph.D
NIP. 19640827 199103 1 002

Drs. H. Iskandar Arnel, MA. Ph.d
NIP.19691130 199403 1 003

Acknowledge by:

Head of Islamic Education Study Program

Dr. Hj. Andi Murniati, M.Pd
NIP. 19650817 199402 2 001

CONSULTANT APPROVAL SHEET

The thesis entitled: : “The Correlation between Learning Styles and Self-Confidence on Student’s Motivation at SMK Perikanan Provinsi Riau”, written by:

Name : Ella Novi Anjani

Student Number : 21790125769

Program of Study : Islamic Education

Field of Study : English Education

has been corrected and revised based on the feedback provided by the Thesis Supervisor Team in the final exam held on

Approved by:

Supervisor I

Drs. H. Promadi, MA, Ph.D
NIP. 19640827 199103 1 002

Date: Novemberth, 2019

Supervisor II

Drs. H. Iskandar Arnel, MA. Ph.d
NIP. 19691130 199403 1 003

Date: Novemberth, 2019

STATEMENT OF ACADEMIC INTEGRITY

I, the undersigned,

Name : Ella Novi Anjani

NIM : 21790125769

Place of Birth : Bangkinang

Date of Birth : November 7th, 1993

Study Program : Islamic Education

Concentration : English Education

Stated that the thesis that I have written entitled: “The Correlation between Learning Styles and Self-Confidence on Student’s Motivation at SMK Perikanan Provinsi Riau” to meet one of the requirements for a Master Degree at the Postgraduate Program UIN Suska is on my own work, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

If later discovered, however, that all or some parts of the thesis are not my own work or I have committed plagiarism, I take the consequence my degree is removed as well as taking other sanctions according to the existing law.

Pekanbaru, November 06th, 2019

**Ella Novi Anjani
21790125769**

ACKNOWLEDGEMENT



Praise belongs to Allah Almighty, the lord of universe. Regard and pray to our prophet Muhammad, Peace be upon him.

Researcher realizes that cannot complete this final project without the help of others. It would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished by the title ***“THE CORRELATION BETWEEN LEARNING STYLES AND SELF-CONFIDENCE ON STUDENT’S MOTIVATION AT SMK PERIKANAN PROVINSI RIAU”***. Therefore, researcher would like to extend the appreciation to all of them. They are:

1. Prof. Dr. KH. Ahmad Mujahidin, S. Ag, M. Ag, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof.Dr. H. Afrizal M, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Hj. Andi Murniati, M. Pd, the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for

their kindness, services, advices and suggestions during accomplishment of this project paper.

4. Drs. H. Promadi, MA, Ph. D, as the first Supervisor who has given the researcher valuable time to correction, supervision, suggestion from the very early stage of this research.
5. Dr. H. Iskandar Arnel, M.A, Ph.D as the second Supervisor who had the responsibility for her patience in providing careful guidance, helpful correction, and suggestion.
6. All lecturers, staff and friends of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau who has given valuable knowledge, information, and motivation.
7. The beloved principal Drs. Edwar Mufti at SMK Perikanan Provinsi Riau. all of the teachers, staff and students of SMK Perikanan Provinsi Riau in who have participated and facilitated me in the process of conducting this thesis.
8. The deepest gratitude for my beloved parent Hartono, S.Pd and Sri wahyuni, S.Pd who have given their affection, attention, motivation and inspiration. Besides that, supports to me mentally and financially. I am proud of them. Without them I am nothing. I love them just the way they are.

9. My loving brothers Dwi Indra Prayoga, S.P who have supported, reminded to me to finish the thesis as soon as possible, prayed and motivated to me, and my best cousin Haizil Adam Syahputra, M.Ak
10. My Best friend Gusni Nur asmita, S.PdS, Nadia Alkhair, S.Pd, Riski Mardatillah, M.Pd, and Rahma Darini, S.Pd, Wahyu Puspita Sari S.Pd, Indah Julita, S.pd for the amazing love, support, advice and pray. Thanks for your care to me. My best roommate Riski Amalia and Vina Arizona, Nurhidayah, S.Pd, Suci,Mursyidah Kartika S.Pd, Yohana Safitri, S.Kom, Nadia Febriani.S.Pd.i, Nia Daynesti, S.Pd for support every chance. Thank you dear.
11. My beloved survivor friends like Dian Eka Hertavira, M.Pd, Leni Nurpitasari Nurbi M.Pd who have given me motivation and suggestion.
12. All the participation for their attention, cooperation, and motivation to complete this thesis as soon as possible.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, researcher will happily accept constructive criticism in order to make it better. Researcher hopes that this thesis would be beneficial to everyone.

Pekanbaru, November 22th 2019
Researcher,

ELLA NOVI ANJANI
SRN. 21790125769

LIST OF CONTENT

ACKNOWLEDGEMENT	i
LIST OF CONTENT	ii
LIST OF TABLE	vii
LIST OF HISTOGRAM	x
TRANSLITERATION GUIDELINES	xi
ABSTRACT	xiv

CHAPTER I INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	3
1.3	Limitation of the Problem	4
1.4	Research Questions	4
1.5	The Objective of the Study	4
1.6	The Significant of the Study	5
1.7	Rationale of the Study	6
1.8	Definition of Terms.....	7

CHAPTER II LITERATURE REVIEW

2. 1	The Nature of Learning Styles	9
2.1 .1	Definition of Learning Styles	9

2.1.2	The importance of Learning Styles	14
2.1.3	The Kinds of learning Styles	15
2.1.4	The Effect of Learning Styles on Student's Motivation	26
2.2	The Nature of Self-confidence	27
2.2.1	Definition of Self-confidence	27
2.2.2.	Important of Self-Confidence	30
2.2.3	The Factors of Self-Confidence	32
2.2.4	The Characteristic of self-confidence	35
2.2.5	Indicators of Self-Confidence	37
2.2.6	How to Improve Self-Confidence	40
2.2.7	The effect of Self-Confidence on Student's Motivation	43
2.3	The Nature of Motivation	45
2.3.1	Definition of Motivation	45
2.3.2	Indicators of Motivation	50
2.3.2	Kinds of Motivation	53
2.3.3	The Effect of Learning Styles and Self-Confidence on Student's Motivation	54
2.4	The Operational Concept	56
2.5	Assumptions and Hypothesis	59
2.5.1	Assumption	59
2.5.2	Hypothesis	60
2.6	Related Studies	60

CHAPTER III RESEARCH METHODOLOGY

3.1	Research Design	70
3.2	Location and time of the Research.....	71
3.3	Population and Sample	71
3.3.1	Population	71
3.3.2	Sample.....	71
3.3.3	Pilot Study.....	72
3.3.4	Reliability.....	73
3.3.5	Validity	75
3.4	Data Collection Techniques	79
3.5	Data Analysis techniques	84

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1.	Findings	84
4.1.1	Result of Learning Styles Score.....	93
4.1.2	Result of Self-Confidence.....	96
4.1.3	Result of Student's Motivation	100
4.1.2	Descriptive statistic of Learning Styles Score	103
4.1.3	Descriptive statistic of Self-confidence	104
4.1.4	Descriptive statistic of student's motivation.....	104
4.1.3	Frequency Distribution of the Score	105
4.1.4	The Result of Regression Analysis	113

4.2	Discussions	116
-----	-------------------	-----

CHAPTER V CONCLUSION AND SUGGESTION

5.1	Conclusion	118
-----	------------------	-----

5.2	Suggestions	119
-----	-------------------	-----

REFERENCES	
-------------------------	--

LIST OF TABLE

1. Table III.1 diagram about specific variables.....	70
2. Table III.2 population and sample	72
3. Table III.3 level of Reliability	73
4. Table III.4 Reliability analysis of learning styles	74
5. Table III.5 Reliability analysis Self-confidence.....	74
6. Table III.6 Reliability analysis of Student's motivation	75
7. Table III.7 The criteria of items validity	76
8. Table III.8 The validity of Learning style	76
9. Table III.9 The validity of Self-confidence	77
10. Table III.10 The validity of student's motivation	78
11. Table III.11 The Blue print of learning styles questionnaires	80
12. Table III.12 Classification of learning styles	81
13. Table III.13 The Blue print of self-confidence questionnaires	81
14. Table III.14 Self-confidence categories	82
15. Table III.15 The blue print of student's motivation	83
16. Table IV.1 Indicator of learning styles, self-confidence, and student's motivation	87
17. Table IV.2 Analysis Indicator of learning styles and self-confidence	91
18. Table IV.3 Result of learning styles score	93
19. Table IV.4 Result of Self-Confidence score	96

20. Table IV. 5Result of Student's Motivation score.....	100
21. Table IV.6Descriptive Statistic of Learning Styles	103
22. Table IV.7Descriptive Statistic of Self-confidence	104
23. Table IV.8Descriptive Statistic of student's motivation	104
24. Table IV.9 Distribution of Frequency score Learning Styles	105
25. Table IV.10 Distribution of Frequency score Self-Confidence	107
26. Table IV.11Distribution of Frequency score Student's Motivation.....	110
27. Table IV.12 Analysis result of simple linear regression between learning styles and student's motivation	112
28. Table IV.13Analysis result of simple linear regression self-confidence and student's motivation.....	113
29. Table IV.14 Analysis result of simple linear regression between learning styles and student's motivation	114
30. Table IV.15 The correlation of learning styles and self-confidence on student's motivation.....	115
31. Table IV.10 Model summary	115

LIST OF HISTOGRAM

1. Histogram of learning style and student's motivation..... 107
2. Histogram of self-confidence and student's motivation..... 109
3. Histogram of learning style and self-confidence on student's motivation ..112

TRANSLITERATION GUIDELINES

A. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh

ع	‘Ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

B. Double Consonant

The double consonant is written *double* *العا* *written al-ammah*.

C. Short Vowel

- Fathah is written *a*, for instance قال
- Kasrah is written *i*, for instance قيل
- Dhomah is written *u*, for instance دون

D. Double Vowel

او is written *a*, او/ is written *uw*, اي/ is written *ay*, and اي/ is written *i*.

E. Ta' Marbutah

The stopped Ta' Marbutah in the last verse *h*, for instance

الرسالة للمدرسة is written *arisalat li al-madrasah*.

F. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*.

G. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.

ABSTRACT

Ella Novi Anjani (2019) : The Correlation between Learning Styles and Self-Confidence on Student's Motivation At SMK Perikanan Provinsi Riau.

This research was aimed at finding out the correlation between learning styles and self-confidence on student's motivation At SMK Perikanan Provinsi Riau. This research was a correlational study using quantitative method. The subject of the research was all students of SMK Perikanan Provinsi Riau consisting 10 classes. The research sample was taken by using random sampling method from ten classes which each class has different number of students. The total population was 227, and the total sample was 114. The data was analyzed by using SPSS version 17. Based on the descriptive statistic of learning styles showed that group was the favorite styles who has chosen by student at Smk Perikanan Provinsi riau with mean score 18.64, another favorite styles was kinesthetic with means score 15.49. Furthermore, the total student who have high self-confidence were 80 persons and 34 students for average score. Additionally, students who have medium level were 69, 30 students for high level and 15 students for low level. The research findings showed that first; there was no significant correlation between learning styles and student's motivation with score $0.18 > 0.05$. Second, there was significant correlation between self-confidence and student's motivation with score $0.00 < 0.05$. Third, there was significant correlation between learning styles and self-confidence on student's motivation with score $0.00 < 0.05$ at Smk Perikanan Provinsi Riau.

Keyword : Learning Styles, Self-Confidence, Student's Motivation

ABSTRACT

Ella Novi Anjani (2019) : Hubungan antara Gaya Belajar dan Kepercayaan Diri Terhadap Motivasi Siswa di Smk Perikanan Provinsi Riau

Penelitian ini bertujuan untuk menemukan hubungan antara gaya belajar dan kepercayaan diri terhadap motivasi siswa di SMK Perikanan Provinsi Riau. Penelitian ini korelasi menggunakan metode kuantitatif. Dengan subjek penelitian adalah seluruh siswa di smk perikanan yang terdiri dari sepuluh kelas. Pengambilan sampel pada penelitian ini melalui metode acak dari sepuluh kelas yang masing-masing kelas memiliki jumlah siswa yang berbeda. Jumlah populasinya 227 dengan sampel 114. Pengambilan data melalui angket. Analisis data menggunakan spss versi 17. Berdasarkan deskripsi statistik dari gaya belajar menunjukkan bahwa kelompok adalah gaya yang paling di gemari oleh siswa di smk perikanan provinsi riau dengan nilai rata-rata 18.64, selain itu kinestetik juga gaya yang paling di gemari lainnya dengan nilai rata-rata 15.49. selain itu, total siswa yang memiliki tingkat kepercayaan diri yang tinggi adalah 80 orang, 34 untuk tingkatan sedang. Selain itu, siswa yang memiliki motivasi untuk tingkatan sedang berjumlah 69 orang, 30 orang untuk tingkatan tinggi dan 15 ornag untuk tingkatan rendah. Hasil akhir dari penelitian ini menunjukkan bahwa, pertama; terdapat ketidak adanya hubungan yang signifikan antara gaya belajar dan motivasi siswa dengan $0.18 > 0.05$, kedua, terdapat adanya hubungan yang signifikan antara kepercayaan diri dan motivasi siswa dengan nilai $0.00 < 0.05$ dan yang ketiga, terdapat adanya hubungan antara gaya belajar dan kepercayaan diri siswa terhadap motivasi belajar dengan spesifik nilai $0.00 < 0.05$ di smk perikanan provinsi riau.

Kata Kunci; *Gaya Belajar, Kepercayaan Diri , dan Motivasi Siswa*

ملخص

إيلا نوفي أنجاني، (2019): العلاقة بين أسلوب التعلم والثقة بالنفس والدوافع لدى الطلاب في المدرسة الثانوية المهنية فريكانن في محافظة رياو.

يهدف هذا البحث إلى إيجاد العلاقة بين أساليب التعلم والثقة بالنفس والدوافع لدى الطلاب في المدرسة الثانوية المهنية فريكانن في محافظة رياو. هذا البحث المقارن باستخدام طريقة كمية. وكان فرض هذا البحث جميع الطلاب في المدرسة الثانوية المهنية فريكانن في محافظة رياو وهو في عشرة فصول. لكل فصل عدد التلاميذ المتنوعة. المجتمع 227 طالبا والعينة 114 طالبا. أخذ العينة من خلال الاستبيانات. وتحليل البيانات باستخدام البرنامج الإحصائي للعلوم الاجتماعية بإصدار 17. استنادًا إلى الوصف الإحصائي من أساليب التعلم، يُظهر أن المجموعة هي الأسلوب الأكثر تفضيلاً لدى الطلاب في المدرسة الثانوية المهنية فريكانن في محافظة رياو بنتيجة معدلة 18.64، مع أن الحركة يرغب فيه آخرون بنتيجة معدلة 15.49. بالإضافة إلى ذلك، إن الطلاب الذين لهم الثقة العالية بالنفس 80 طالبا، والثقة المتوسطة بالنفس 34 طالبا. بالإضافة إلى ذلك، الطلاب الذين لديهم دوافع متوسطة 69 طالبا، 30 طالبا للمستوى العالي و 15 شخصاً للمستوى المنخفض. تشير النتائج النهائية لهذا البحث إلى أن: لا توجد علاقة ذات دلالة إحصائية بين أساليب التعلم ودوافع الطلاب بنتيجة $0.18 > 0.05$ ، وثانياً، هناك علاقة كبيرة بين الثقة بالنفس لدى الطلاب والدافع بنتيجة $0.05 > 0.00$ وثالثاً، هناك علاقة بين أساليب التعلم والثقة بالنفس لدى الطلاب تجاه دافع التعلم بقيمة محددة $0.05 > 0.00$ في المدرسة الثانوية المهنية فريكانن في محافظة رياو.

الكلمة المفتاحية: أسلوب التعلم، الثقة بالنفس، ودوافع الطلاب.

CHAPTER 1:

INTRODUCTION

1.1 BACKGROUND OF STUDY

The word motivation derives from the Latin verb *movere* meaning ‘to move’. What moves a person to make certain choices, to engage in action, to expend effort and persist in action – such basic questions lie at the heart of motivation theory and research (Dornyei, 2010;3). Motivation is one of the most important ingredients of critical components of learning. According to Anderman, et.al 2011 (cited in Slavin, 2017; 248) say that motivation as an internal process that activates, guides, and maintains behavior over time. Motivation is a key to reach process in learning that determine what where you are trying to go, and what gets you going. Student must have motivation, because it can engage the student for intensity activities in learning, determining the functional of activities and can applying active and student with high motivation can learn use cognitive process, they can check it the information.

In other hand, learning style and self-confidence are component that can support to increase the process of motivation. It's strongly of theory that learning styles is diversity of way to achieve the activity in learning process. Sims (1995;12) states that learning styles can be defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Furthermore, Pritchard (2009;41) define that learning style is as a particular way in which in individual learns, habits, strategies or regular mental behavior's concerning learning, particularly educational learning, that an individual display. Mood booster is a word that relatable with learning preference; it means that student has different character and choices. Dunn et al 1989 (cite in Pritchard, 2009;42) states the terms of 'learning preferences' has been used to refer to the conditions, encompassing environmental, emotional, sociological, and physical conditions, that individual learner would choose, if they were in a position to make a choice. The explanation of those theories remind that emotional condition become factor in learning, hence self-confidence become another factors to increase motivation. Murray, (2005;3) explains that confidence is also motivation. Low motivation can become high confidence only when strong motivation drives repeated experience.

Student is main object of education. Most of students at SMK Perikanan Provinsi Riau think that learning English is big matter for them. They left English class without hesitation meanwhile feeling upset. The problem of learning process is student not interesting and less motivation especially in learning English. Teacher

learns some strategies, methods or learning style to make student more comfort while they learning in the class and teacher also has explained the material by used media such as power point, video, sometimes method or strategy such as kinesthetic, group to increase students' motivation, it supposed to be increase the motivation better but most of the student about 60% still in their less motivation. It can proved by student who sleep in the middle of class, excuse to go to toilet, excuse to go to canteen, focus on teacher explanation but their mind outside, and looks stress. At the end of learning they will get nothing.

Motivation can be happened in student who has noisy but they have big motivation in otherwise. Some of them might be motivated by learning style but another might more strongly motivated by self-confidence. Based on the aforementioned condition, the researcher interest to conduct a research entitled "The Correlation between Learning Styles and Self Confidence on Students' Motivation at SMK Perikanan Provinsi Riau."

1.2 STATEMENT OF THE PROBLEM

Common problem in learning English at school is high and low motivation. Most of students SMK Perikanan Provinsi Riau think that English is one of difficult subjects. They have frightened in learn English, so it makes hard to focus in learning. They are look stress, excuse more time, their face look asleep, and they don't energy or spirit to learning English. Teacher looking for some ways to overcome those problems, such as prefer to learning style and make students' self-confidence.

Learning style have indicators to support student in determine their style in learning. In this condition, teacher provide student to learning by watching video, sometimes learning by listening audio, in other chance, small group discussion is also needed to make students more confidence, then method such as jigsaw, role play or games make student move their body, and student learn by their selves. Even though teacher has quite effort to make student confidence and enjoy the learning, but most of students about 60% still has less motivation. The reality is proved by students who still sleep in the middle of class, excuse to come out, look stress, and not focus.

1.3 LIMITATION OF THE PROBLEM

This study focused on the correlation between learning styles and self-confidence on students' motivation based on structures questionnaires on the students of SMK Perikanan Provinsi Riau in the academic year of 2019/2020. The subject of this study is all grade students of SMK Perikanan Provinsi Riau.

1.4 RESEARCH QUESTIONS

This study guided by the following research questions:

1. Is there any correlation between learning styles and students' motivation at SMK Perikanan provinsi riau?
2. Is there any correlation between self-confidence and students' Motivation at SMK Perikanan Provinsi riau?

3. Is there any correlation between learning styles and self-confidence on students' motivation at SMK Perikanan Provinsi Riau?

1.5 THE OBJECTIVES OF THE RESEARCH

The objectives of the present study are as follow:

1. To find out the correlation between learning styles and student' motivation
2. To find out the students' self-confidence in learning English in at SMK Perikanan Provinsi Riau
3. To find out the correlation between learning Styles and students self confidence on students' Motivation at smk perikanan provinsi riau

1.6 THE SIGNIFICANCE OF THE STUDY

This study is aimed to assisting teacher or researcher about the various learning style. In addition, this study can also give contribution to teacher guides student to build self-confidence and increase their motivation. Furthermore, it can be used for the writer and readers to get the information about recognize correlation between learning styles and self-confidence on students' motivation. On the other hand, this study can be used to give positive contribution to students of vocational high school Perikanan Provinsi Riau Dumai to find out how preference learning style, build their self-confidence and enhance their motivation in learning English. More

importantly, teacher will help student to overcome their learning style and self-confidence. Because it's benefit for student if they understand their own learning style better and can control their confidence, both of them will increase student's motivation.

1.7 THE RATIONALE OF THE STUDY

Motivation is the most crucial part in learning English. Some people have low and high motivation in their life. Motivation is needed for student not only for academic purposes but also in daily activity and society. Driscoll (2000;317) states that motivation is not only important for student to better in academic activity but also for determining the student to perform and sharing information to other people. Furthermore, Gay. et.al (2003) as cite in Slavin (2007;255) state that one of the most important types motivation for education is achievement motivation or the generalized tendency to strive for success and to choose goal-oriented success/failure activities. The researcher agree with these theories because a good result will influence someone's life, not only about earn money but success to manage time, control emotion, and benefit to other people. Hence, people must have motivation in life to make a better thing.

Finding the situation which students are less motivated in learning English makes a separate anxiety for the teacher. In hence, the way of learning must have checked more, the way of learning or learning style is a process in learning system of student productivities in learning as student's interests in different way. According to

Pritchard (2005;41) explains in his book that each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable. I strongly agree with Pritchard's theory that every student has different style on understanding learning English by English teacher. They have to choose their own suitable style so that they comfort and more appropriate for learning English.

More important is controlling their self-confidence in learning. Self-confidence is a self-powerful on the situation to overcome the less positive thinking, communication, and perception. Lauter (2002:4) stated self-confidence is an attitude or belief in self-ability so that in his actions not too anxious, feel free to do things according to desire and responsibility for his actions, polite in interacting with others, have a boost of achievement and can recognize the advantages and disadvantages themselves. In addition, Gahungu (2007) Self-confidence is needed for each individual to develop potential. self-confidence is not about the Ability individual poses in accomplishing a task, but with judgments and self-perception of what individuals can do with whatever Abilities they have. The researcher agree with those theories about having self-confidence in each person, because self-confidence make ourselves better not only with the good result but for bad possibilities.

1.8 DEFENITION OF TERMS

This study was about correlation between learning styles and self-confidence on student's motivation at SMK Perikanan Provinsi Riau. It is necessary to define the terms to more clearly and avoid misunderstanding. I shall begin from the very name of theories used in this research, namely Learning style, self-confidence and students' motivation. Sims (1995;12) state that learning styles can be defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.

Furthermore, Lauter (2002:4) stated self-confidence is an attitude or belief in self-ability so that in his actions not too anxious, feel free to do things according to desire and responsibility for his actions, polite in interacting with others, have a boost of achievement and can recognize the advantages and disadvantages themselves. In addition, Slavin in his book (2017;267) that Motivation is an internal process that activates, guides and maintains behavior over time.

CHAPTER 2:

LITERATURE REVIEW

2.1 THE NATURE OF LEARNING STYLES

2.1.1 Definition of Learning Styles

Learning style is a process in learning system of student productivities in learning as student's interests in different way. Learning is not important for academic purposes but also attitude behavior in environment to show individual interaction process. Learning style can be explained as experience to choose each

way. Moreover, most students are like to see their result of working by used their own way, so they feel like teacher suffocate them in learning if teacher decide one way to guide them in learning process. Pritchard (2005;41) explains in his book that each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable.

Furthermore, Sims (1995;12) state that learning styles can be defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Learning style influence which student determine their preference, some of them more to visualization, another strongly more audio or kinesthetic, group and individual also their preference. According to Pritchard (2005;41) explains that learning style is a preferred way of learning and studying; for example, using pictures instead of a text; working in groups as opposed to working alone; or learning in structured. Then, Schemeck (1983) cite in schemeck (1988;102) states learning styles then are simply cognitive styles applied when individuals go about learning something.

Honey and Mumford (1986) cite on Pritchard (2008:42) states that student needs to be able to adopt one of four different styles in order to complete any given learning task satisfactorily. The important point about learning styles is not to be concerned with how many styles are listed, or how they might be labeled but to raise awareness in both teacher and learner that everyone is likely to learn in a different

way, and that different learning styles present needs which must be met if teaching is to be effective and learning to take place. I think it's quite good statement for student must to choose a style, they have to independent first, means they comfort in those zone, and it will being a habit in learning the can share to other, and more important is trying to another style.

We need to learn new thing, and we need to learn how to learn. Student requires new thing to change their experience in learning process. Student have different learning styles, as long as they can do effective learning that suit with them, learning process not coming to change their self, if it's not suit for them. According to Sternberg (1997) when learners learn in a way that suits them, improvements in the effectiveness of the learning process normally ensue. Commonly, students' vocational school more active if they practice, because vocational school provide practice in their curriculum, but not all student need practice in their learning, sometimes they need to watch, and listen too, how well their interaction to others, put emotion in their argument or learning will influence students reaction, depend on student it will be positive or negative effect.

According to (Kimble & Garnezy, 1963; 2) cited in Sims states that Learning is one of the most important individual processes that occur in organizations, higher education, and training programs. For purposes of this book, learning is defined as a relatively permanent change in an attitude or behavior that occurs as a result of repeated experience. Moreover, Papalia (1978) as cite in Sims (1995;27) states that "Assessing students' learning styles and teaching for individual differences." The

researcher agrees with these theories, learning is a system to guide human through process to more completely benefit in life. People choose their own life; they can deserve the comfortable zone, so being comfort is best way to cover all day without hesitation.

Learning style or styles as you stop and become comfortable with the new material, thinking about what you just read or listened to. Your brain needs time to file what you're learning so you can pull out the file later when you need it for a test. Corbett and Smith (1984) as cite in Sims (1995;199) mention the purpose of learning style analysis is to identify student strategies for learning and to wed them with instructional or training materials, experiences, instructions, and methods that foster a high rate of return efficient, lasting achievement within a logical amount of time. The researcher agrees with those theories because statement about purpose learning is logic and clear. Everyone has purpose on their life to live; right or wrong it's depend on each of them. Importantly, for academic purposes learning styles is a big issue because choice is one of the best conditions to determine next goals. Schmeck (1988) in cite on Mortimore (2007:19) argues that style remains consistent in varying situations, across different moments. There are two ways in which style could be said to change with age. One is as part of a staged developmental process. Generally, stage theorists, of whom Piaget can be said to be the most well-known educational figure, contend that all humans go through common stages of development in a set order in a journey towards maturity.

Furthermore, from the theories that had been explained before, it can be summarized that learning style is important. There are some reasons to supports the statement. First, learning style is as a tool for the teachers. When the teacher teaches the students, the teacher should know the newest way. In fact, the students or the children have the different the characteristic. Thus, the role of the teacher is needed by the students. The second reason is affected by the globalization era. Nowadays, all people are set by the technology include the students. The students can learn through the technology. In other words, the teacher should be creative to provide the teaching and learning process. One of the efforts that should do by teacher is using learning style. Learning style can create the new situation in the learning process. It can make the students will be focused on the material.

Given and Reid (1999; 52) as Cite in Reid suggest that there are at least 100 instruments designed to identify individual learning styles. Given and Reid (1999;52) in cited Ride suggested that these instruments usually focus on factors that are seen to have same influence over the learning process. These factors include:

1. Modality preference: the preference for visual, auditory, tactual or kinesthetic input
2. Personality types, such as intuitive, risk-taking, cautious and reflective.
Social variables, including the need to work alone or with others
3. Cognitive processes, such as memory, comprehension and methods of
Information processing

4. Movement and laterality, such as active learning and left- and right hemispheric activities
5. Emotional factors which can be incorporated in many of the above categories such as personality and social preferences.

It's explained that learning style is important to change the situation while student in the learning process. Process can make the student be able to choose interest or not. The researcher agrees to Stenberg define (1997;8) that A *style* is a way of thinking. It is ability, but rather, a preferred way of using the abilities one has. The distinction between style and ability is a crucial one. Ability refers to how well someone can do something. A style refers to how someone likes to do something.

2.1.2 The Importance of Learning Styles

Most of the literature on learning styles has focused on improving the immediate and long-term results of teaching and learning episodes. The following papers exhibit this emphasis: Andrews (1981:27) cited Sims says that teaching format and student style Their interactive effects on learning;" Biggs (1979:27), "Individual differences in study process and the quality of learning outcomes;" and Papalia (1978:27), "Assessing students' learning styles and teaching for individual differences."

Reid (2005; 83) states the importance of ensuring that classroom activities and materials are sufficient to meet a range of styles, assistance should be given to students to ensure that they have an awareness of their own learning style. the

effectiveness of learning Styles is seen also as a factor towards success in learning process besides effort and hard work. Most people have a preferred way to learn. The fact that individuals need all three modalities to truly commit information to memory: visual, auditory kinesthetic. Student has privation means that teacher not supposed to suffocate them in learning, let them explore their choices in learning. The students is growing tighter when the teacher apply the rules in learning process but sometimes social interaction isn't need rules to encourage in learning.

Trying to be hard in learning as usually thought by the student who wants to be the first level, means each student has a priority in their learning. Learning Styles is a deep way to control the learning process; it can be created by each student or teacher. Not only for the high level of the student but also for the middle and the low. In addition, Sims (1995:96) says on his book that the importance of having a thorough understanding of learning styles becomes more critical when applied to diverse populations and their success and failure in learning environments. Pritchard (2008:42) adds choice is another slant on the notion of preferred learning styles which has a bearing on how learning progresses. Another theory from Leaver, et.al (2005:65) says that Learning styles are convenient shortcuts for talking patterns of what an individual is likely to *prefer* as a learner. For example, some people like to follow a syllabus or textbook chapter by chapter when they learn.

Price (2004) in cite on Mortimore (2007: 13) states the learning style arena is anything but simple, although some sources do tend to oversimplify it. Student do what they want, try a something new but for a choice, they have to choose as they like

to choose and apply it. Pritchard (2008:42) adds once learners become actively engaged in their own learning process, they develop a sense of being in control. Learning styles is helpful for learners if they are aware of their own particular learning preferences in order that they can use an appropriate learning style to suit the particular learning that is being undertaken, and take opportunities to improve their potential for learning.

2.1.3 Kinds of learning Styles

1. KOLB Learning styles Model

According Reid (2005:64) on his book learning styles and inclusion shows that Learning is the process whereby knowledge is created through the transformation of experience.” – David A. Kolb David A. Kolb’s model is outlined in his book “Experiential Learning”, published in 1984. In this book, Kolb speaks of a four-stage cycle of learning as well as four independent learning styles. According to Kolb, all four stages of the learning cycle will be engaged in a complete learning process. The four stages are described below.

- A. Concrete Experience – This occurs when a new experience, or a reinterpretation of an existing experience, is encountered.
- B. Reflective Observation – This occurs when the experience is reviewed or reflected upon, with the goal of achieving a consistent understanding.

- C. Abstract Conceptualization – This occurs when a new idea or concept arises from reflection.
- D. Active Experimentation – This occurs when new ideas are applied to the world and the results are observed.

2. R. DUNN Learning styles Model

The Dunn and Dunn approach utilizes the Learning Styles Inventory (Dunn et al., 1975, 1979, 1985, 1987, 1989) cited in Reid's book entitled learning style and inclusion (2005:68) state the inventory contains 104 items that produce a profile of learning style preferences in five domains (environmental, emotional, sociological, physiological and psychological) and 21 elements across those domains. These domains and elements include: environmental (sound, light, temperature, design); emotional (motivation, persistence, responsibility, structure); sociological (learning by self, pairs, peers, team, with an adult); physiological (perceptual preference, food and drink intake, time of day, mobility); and psychological (global or analytic preferences, impulsive and reflective).

The Learning Styles Inventory (LSI) is comprehensive and assesses elements in combination with each other. It asks students to answer the questions as if they are describing how they concentrate when studying difficult academic material. The instrument can be completed in approximately 30 to 40 minutes by elementary/primary and secondary

students. After answering all the questions on the LSI answer form (the test itself), each student's answer sheet is optically read and processed individually. Each student then receives his/her own LSI individual printout – a graphic representation of the conditions in which each learns most efficiently.

3. Honey and Mumford

According Reid (2005:65) on his book *learning styles and inclusion* shows that Honey and Mumford defined four styles, based loosely around the four stages of David Kolb's learning cycle: activists, reflectors, theorists and pragmatists. Honey also produces a range of user-friendly development tools, focusing on learning and behavior. The four stages are described below:

a. Activist

These learners prefer challenges brought by new experiences and activities. They dive right into new experience to learn from them. They are great at problem solving and role playing, and enjoy small group discussion

b. Reflector

These learners prefer to learn by watching, thinking about what they have observed. They are cautious people and would start with investigation or observation before making any commitment. They collect and analyze data before making any kind decision.

c. Theorist

These learners prefer to think through step by step. They like complex and logical theories as they tend to analyze and synthesize situations, principles, and other processes. They typically prefer listening to lectures, reading and making models.

d. Pragmatist

These learners prefer to take what they have learned and apply it to see if it works. They enjoy experimenting or applying theories in practice. They like laboratories, doing field work and observations.

4. Given's Five Learning systems

Given (2002) has developed a comprehensive approach to learning styles by incorporating five learning systems. These, Given suggests, are based on the brain's natural learning systems, which include emotional, social, cognitive, physical and reflective. Learning systems, Given argues, are guided

by the genetic code but are subject to environmental input for their detailed patterns and responses to different learning situations.

The key therefore is the interplay and it is important that teachers recognize the importance of this interplay and are able to use the natural learning systems to help children develop educationally. Given outlines the educational implications of these learning systems by suggesting learning goals for each of them. The learning goals are:

- a. Emotional – Self-Direction
- b. Social – Self Assurance
- c. Cognitive – Self-Regulation
- d. Physical – Self-Control
- e. Reflective Self-Assessment.

5. Sensory Learning Styles

Sensory preferences refer to the channels through which we perceive information which consist of visual, auditory, and motor modalities, as a minimum. Sensory preferences are sometimes called kinds of memory (as in “visual memory”), KAV(referring to the types of sensory preferences: kinesthetic, auditory, or visual), and perceptual styles. They are the physical channels through which students take in and perceive new information: ears, eyes, and touch, and directly relate to the perceiving (or attentional) aspects of cognition.

The typical categories used by specialists in learner differences are visual, auditory, and motor – these are described below. Sometimes, though, you might also hear the word *haptic*. Haptic learners use their hands and their sense of touch to learn through how things feel to them. Examples include working on a foreign alphabet by tracing sandpaper letters, using block letters to spell out words, and forming letters with clay. There are also categories for sense of smell and taste, but these are minor styles. We describe the most common ones of sensory learning below:

a. Visual

Leaver (1998) cite in Leaver, et.al (2005: 67) defines two kinds of visual learner: imagist and verbalist. Imagist When imagists hear or read something in a foreign language (or in their native language, for that matter), they see a picture of what they have heard or read. In other words, they make an image of it. They understand through that image, and they typically store the information in their memory as an image. The image, then, is more likely to help them recall the words or grammar than is a verbal prompt.

Verbalists, on the other hand, see words. If they hear the French word, *soleil*, for example, they will not necessarily see a picture of the sun; that is what the imagists would do. Rather, the verbalists will see the letters s-o-l-e-i-l in their heads. Verbalists store the letters, and when they have difficulty remembering a word, they can usually

remember the initial letter or some of the letters in it. They do not associate the word with an image but with the letters that compose it. For verbalists, reading is a key to remembering – much more so than with imagists. Verbalists, not surprisingly, are much better at correct spelling (and very likely the winners of most spelling bees are verbalists or people who have learned the kinds of memory strategies that come naturally to verbalists).

b. Auditory

Auditory learners acquire new information through sound; they hear grammatical endings, and they associate new words with sounds they already know. Leaver (1998) divides auditory learners into two groups: aural learners and oral learners. Aural learners learn by listening to others. They tend not to take notes in class because they usually remember what they hear. They are usually pretty good at listening comprehension tasks; can figure out either the essence of broadcasts and films or the details contained in them – or both, depending on their learning style; and have generally pretty good accents.

Oral learners learn by listening to themselves. Oral learners, then, like to talk. Talking and hearing themselves talk is often essential to their ability to comprehend information and store it in memory. Whereas aural learners need auditory *input*, oral learners need auditory

output, which becomes their input. Simply put, they get to learn by hearing when they hear themselves speak. As classmates, they can be perceived to be interruptive because they talk “all the time.” However, if they were to stop talking, the quantity and quality of their learning would diminish.

c. Motor

Motor learning is sometimes called kinesthetic learning. While the terms are sometimes used interchangeably, doing so does not represent an accurate description of learning style information. Kinesthetic preferences are only one kind of motor learning. Quite obviously, given the terminology, motor learners acquire new information through movement. The differences among motor learners, according to Leaver (1998), are based on the kinds of muscles being used: gross motor muscles (arms, legs, or whole body) or fine motor muscles (fingers or hands).

6. Fleming Learning Styles

Dr. Neil Fleming identified four learning styles in the 1980's. These four styles came to be known as the “VARK” model of learning styles. This

model describes the sensory preferences of learning. It is built on earlier notions of sensory processing, such the VAK model. This is perhaps the most straightforward of models. It is simple yet insightful.

- a. Visual – You learn best from images, pictures, symbols, charts, graphs, diagrams and other forms of spatial organization.
- b. Auditory – You learn best from sound, rhythm, music, speaking and listening.
- c. Reading and Writing – You learn best from reading and writing.
- d. Kinesthetic – You learn best from interacting with their physical surroundings, making use of your body and sense of touch.

7. VAK Learning Styles Model

According to Essi Kanninen (2009:3) VAK learning styles divide into one three preferred style of learning, there are visual, auditory, and kinesthetic (VAK) model. Three models are described below:

- a. Visual – student learned by seeing and reading with media such as Diagram, Graphics, models, picture, and video.
- b. Auditory – student learned by listening and talking with media such radio, music and discuss

- c. Kinesthetic – student learned by touching and doing media such as games.

8. Perceptual Learning Styles Preference

There are many models of learning Styles, but in this study writer uses the concept of Reid's model. Reid's perceptual learning styles of basic perceptual learning Styles:

- a. Visual

Learning primarily with eyes (Reid, 1978); visual learners remember what is seen and retrieve details and events by concentrating on them (Dunn, 1988). In this learning, the teacher can provide some media such as; filmstrips, video, pictures, charts, book, magazines based on the sources, then create the written task and evaluations.

- b. Auditory

Learning primarily with ears (Reid 1978), an auditory learner who recall at least 75 percent of what is discussed or heard in normal forty to fifty minute period (Dunn, 1988). This learning creates something like students has to more comprehensive because it could use tapes, videotapes, records, radio, television clear oral instruction for tasks. The assessment could need such as comprehending, performance, progress or evaluation.

- c. Kinesthetic

Learning primarily from experiences (Reid 1978), kinesthetic learners who use to the body to experience, do and become involved with the specific learning (Dunn, 1988). This learning allows the student more active by using their movement in class, then they can feel more comfortable because this part is more free time

d. Tactile

Learning through the sense of touch; learning primarily by "hands-on" task (Reid,1987). They learn better by working on experiments in a laboratory, handling, and building models. Students which tactile perceptual strengths need to underline as they read, take notes or instructions can help students evaluation.

e. Group

The learners learn more effectively by working with others (at least one other) students (Reid, 1998). They prefer group interaction and classwork with other students and complete work more successfully when they work with others

f. Individual

The learners learn more effectively by working alone (Reid, 1998). They learn new material best when they learn it alone and they remember new information they learn by themselves.

2.1.4 The Effect of Learning Styles on Student's Motivation

Learning style is a way you determine each style in learning level based on daily situation in the class. According to Leaver, Ehrman, Shekhtman (2005; 65) state that learning styles are habitual patterns of perceiving, processing, or reacting to information. Learning styles are convenient shortcuts for talking about patterns of what an individual is likely to prefer as a learner. Everybody knows the effort to make better feeling in class is one of learning motivation among student at vocational school. They have responsibility to achieve the goals in learning, actually toward pass the test such as theory or oral, then learning style is needed to enhance to building motivations. In terms of types in learning styles, the student will choose the appropriate to create their motivation.

According to Dunn and Dunn (1993) cite on Duun and Griggs (2000:)) state that learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information. The researcher agrees with the statement, concentration and process is needed to improve the way in learning. Motivation fluctuates day to day, class to class, and teacher to teacher. It means that more student eager in improvement their learning style, the more students are motivated.

Some researchers have defined learning style by the type of motivation that spurs a student on. Biggs (1987) in cite on Mortimore (2007:15) sees style of learning as heavily influenced by types of motivation, such as personal, vocational or competitive. He suggests that there are three approaches to learning, all linked with motivation – surface, deep and achieving. Surface learners are pragmatically motivated by, for example, a desire for a qualification. Tasks are seen as demands to be met, therefore the strategies involve focusing on essentials, usually facts rather than deeper meanings authors may wish to convey. Deep learners are motivated by an intrinsic interest in the task; consequently, they adopt strategies that will satisfy their curiosity and focus on the study material as a whole with the aim of digging out the meanings the author intended to convey and linking these with their own experience and interest. Achieving learners are motivated by the competitive instinct and characterised by attempts at highly efficient task management. Biggs states that the achieving approach is usually found in conjunction with either the deep or surface approaches, and frequently the mixture of deep and achieving strategies is the characteristic of high-achievement students. There are therefore links between motivation, intellectual development and levels of processing.

2.2 THE NATURE OF SELF-CONFIDENCE

2.2.1 Definition of Self-Confidence

Self-confidence is a self-powerful on the situation to overcome the less positive thinking, communication, and perception. The way to reduce the anxiety is

make something that he/she like and appropriate for the others until appear comfortable situation. Process is very important thing in learning to improve students' self-confidence because of learning style, material; friends and teacher become big influences to student in developing self-confidences. Neil (2019:4) say in her incredible book that goal or ambitious amount self-confidence and self-efficacy you have to be logical or reasonably. She adds that if you don't really believe in your abilities, you won't have the confidence to pursue your ambitions. or when setbacks occur, you may tell yourself you're not capable and you'll quit. I truly agree with those statements, basically person have some conditions in life means that sometimes low and high, this condition make us feel worst or better through all day.

Self-confidence is beginning with knowing yourself. When we aren't confident, we don't succeed as we should. We can't even envision the work we could be doing, or the levels we could reach, or the satisfaction we could have. We can't contribute fully to a system that is in great need of female leadership. But confidence provides so much more than that. It tends to get unfairly tagged as a showy quality that is all about competition and outward success. We found it has a much broader impact. Kay and Shimp (2014:6) Confidence is not, as we once believed, simply feeling good about yourself, saying you're great, perfect just as you are, and can do whatever you want to do.

Lyczkowska (2014; 9) states that lack of confidence has the power to cause great problem in your life, not only because it makes you feel powerless and out of control, but also because it triggers you to act in ways that are usually

counterproductive to what you want to accomplish. Additionally, having ability was nice as well; someone can spend their time with all the activity by enjoying it without feeling upset and doubt. Judy.H (2009:163) positive thing is needed for positive life experiences. I think life is needed to make ourselves more comfort in every condition. Judy. H (2019:163) adds a self-confident person is willing to step outside the comfort zone.

Brown (2007:62) defines self-confidence as learners' belief that they indeed are fully capable of accomplishing a task which partially a factor in their eventual success in attaining a task. Furthermore, Self-Confidence is belief in oneself and abilities, it describes an internal state made up of what one thinks and feels about him/herself. Based on psychology, Lauter (2002:4) stated self-confidence is an attitude or belief in self-ability so that in his actions not too anxious, feel free to do things according to desire and responsibility for his actions, polite in interacting with others, have a boost of achievement and can recognize the advantages and disadvantages themselves.

MacIntyre et al. in Brown (2007: 157) categorize self-confidence which influences academic achievement into two levels. The first level resembles the state communicative self-confidence which is known with the term self-esteem, and second is overall global level simply labeled "L2 self-confidence". In addition, Krashen (2002:23) adds that a less self-confidence person may understand the lesson delivered in the class by his or her own effort with more intense learning but they may not be able to acquire it which means both understanding and practice of the

language. That is why self-confidence takes a serious part in determining the students' success in learning language. Donyei (2001) suggested the ways to promote the students' confidence were through providing experiences of success, encouraging the learners and reducing anxiety. Moreover, some strategies have been developed to adopted and worked at, for developing a greater degree of self-confidence (carter, 2005) ;

1. Learn to self-evaluate and take charge of your own life.
Do not focus too much on the unrealistic aspiration or standards of others such as parents. Instead, focus on how you feel about yourself, your lifestyle and your own aspirations.
2. Evaluate and emphasize your strengths by focusing on your achievements and the talents your possess
3. Even if you fail, give yourself credit for trying. View any failures as a chance to grasp new opportunities
4. Never be afraid of changes. It is inevitable, so welcomes and embraces it
5. There is no such thing as perfection, so accept yourself for what you are. At the same time, balance this with the need to improve.
6. Never try to please everyone at the same time. It simply is not possible

2.2.2 The Importance of Self-Confidence

Self-Confidence is an aspect that would be weapon to make self-stronger. Murray (2005: 53) states in her book that if you are confident about something, you don't worry about its outcome; you just take it for granted that it will go well. Self-confidence can change our whole life to be better. Bandura (1986:173) state that self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday live. I agree with bandura's theory that self-confidence has power to decide right decision, its influence self-understanding in social daily activity.

Lack of confidence leads everyone inaction and shyness. Every person wants to be success but them not understanding that goal need action. Self-confidence is first door to build self-consistence to reach the goals. People confident have ability to manage the appropriate thing and necessary. That statement is more strongly of Early and Lituchy theory (1990: 181) that self-confidence belief have been shown to influence future personal goal-setting and to mediate the relationship between goal intentions and motivations.

Additionally, Confidence (or lack of it) is learned, mostly in the first few years of childhood. It began to take shape when you were weak and vulnerable, after which it became self-reinforcing. And anything which has been learned can be reappraised and replaced with new, superior learning. According to Zachary & Tayler (2016:21) defines that if someone lack of confidence, the odds of failing become higher than the odds of succeeding. Somebody needs confidence to do a lot of things, especially the student, including reaching for the goals. Confidence is closely related to assurance. It

is knowing and being aware of your strengths and value. When you believe in your own power, judgment and ability, you can say that you are a confident person. The researcher agrees with the statement that student must know their goals, ability, and strength to change their mindset well. Besides that, Confidence makes you more optimistic. When you are confident, you become more attentive to the goodness of life. You stay strong despite criticisms, failures, obstacles and adversities.

Brian (1997:3) says that self-confidence is the foundation of all great success and achievement. Average people have wishes and hopes. Confident people have goals and plans. Confidence is a habit that can be developed by acting as if you already had the confidence you desire to have. Self-confident people do not compare themselves to others. They only compare themselves with the very best that they can be.

2.2.3 The Factors of Self-Confidence

Everyone has different character and confidence level; it does depend on the effort to get it. Anthony (1992) defines there are several factors that affect confidence. There are two factors are as follows:

1. Internal factor

- a. Self-concept

Self-concept is an idea of oneself. Individuals who have low esteem usually have a negative self-concept. According to Meadow (2005), self-concept will affect the level of individual

confidence. The higher the self-concept is determined by the various emotions that affect the individual.

b. Physical state and health

Health condition can also affect individual confidence if the individual is sick protracted will disrupt the individual's confidence (Anthony:1992).

c. Life experience

Lauster (1997) states self-confidence is influenced by life experience, where learning from past experience is important to develop healthy personality.

d. The role of the family environment

The role of the family environment to the form of self-confidence is very important in the formation of one's self-confidence if the family function goes well, then most likely the individual in the class has good confidence.

2. External factor

There are several external factors below:

a. The environment and experience

Corey (1997) says that the harsh environment tends to facilitate individual to form self-confidence, besides self-confidence is also determined by the experiences since childhood.

b. Education

Anthony (1992) says education affects one's confidence. Furthermore, it can be said that the low level of education tends to make the individual dependent and be subordinate to a more intelligent individual; otherwise individuals who have higher education tend to be more disciplined and not necessarily dependent on other individuals.

c. Works

Rogers (2011) argues that work can generate creativity and independence and self-confidence, confidence will arise by doing work other than material, satisfaction and confidence gained because of developing self-ability.

The explanation above tells that looks more energetic and excited is that self-confidence. In addition, Fennel (2011: 2) says being self-confident is not about being an extrovert, or the life and soul of every party. The support system in life is about a positive mind set even its extrovert or introvert can go a long way to make a difference to what you can achieve, and course, about own self. The researcher agree

what Fennel explained about confidence, every student has chance to behave as good as they can in positive way, even its accepted or not in environment, trying to be good and proud of own self is needed to survive sportive.

2.2.4 The Characteristic of Self-Confidence

Judy.H (2009:24) states on his book, the characteristics of self-confidence decide into high and low self-confidence. These characteristics often influence and detract from the joy that a person may experience. There are:

1. Characteristic of low self-confidence

- a. They are fearful of change.

Many people with low confidence in the future come from a basis of lack and live their life in fear of- what if I low confidence people tend to be re-active rather than pro active

- b. They are pessimistic and tend to see the glass as half empty. By blaming circumstances on other people they delay assuming personal responsibility for their own choices
- c. They have difficulty communicating what they really want from life. They have no clear idea of what they truly value. When I asked what would make them happy, they give generalities (rich, thin, beautiful) rather than specific.

- d. They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their potential. Much like chameleons (lizard that change colors to fit their environment) those who lack of self-confidence would rather blend in than stand out.
- e. They are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth

2. Characteristic of High Self-Confidence

- a. They are ambitious
They want more from life than existence or survival
- b. They are goal oriented
They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves, they enjoy breaking their own record.
- c. They are visionary
Rather than being stuck for too long, they can see themselves in better circumstances and surroundings. They keep a picture of what success will be like.
- d. They have learned to communicate

They know how to ask for what they want and to hear and heed advice and counsel. It is less important for them to be

- e. They are loving and kind.

Those people who have a good inner self-image form nourishing relationship instead of toxic ones. They have learned to detach from relationship which do not allow them to be authentic

- f. They are attractive and open to others

Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word but rather spiritually beautiful

2.2.5 Indicator of Self-Confidence

When you act with confidence, you are likely to have a good selection of these ten qualities: Burton and platts (2006; 12), proposed the qualities of self-confidence as follows:

1. Direction and value: confident people know what they want, where they want and to go, and what thing which is really important
2. Motivation: confident people are motivated by and enjoy what to do

3. Emotionally stability: confident people will be calm and focused approach to how they are their selves and how are with other people tackle challenges, confident people notice difficult emotions such as anger and anxiety, but they work with them well.
4. A positive mind-set: confident people have the ability to stay optimistic and see the bright side even when they encounter setbacks. Confident people positive regard for their selves as well as other people.
5. Self-awareness: confident people know what they are good at, how capable they feel, and how they look and sound to others. Confident people also acknowledge that they are a human being and they don't expect to be perfect.
6. Flexibility in behavior: confident people adapt their behavior according to circumstance. Confidence people can see the bigger picture as well as paying attention to details. Confident people take other people's views on board to making decision.
7. Eagerness to develop: confident people enjoy stretching themselves, treating each day as a learning experience, rather than acting as if they are already an expert with nothing new to find out. Confident people take their discoveries to new experiences.
8. Health and energy: confident people are in touch with their body, respect it, and have a sense that their energy is flowing freely. Confident people manage stressful situation becoming ill.

9. A willingness to take risks. Confident people have the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answers all the skills to get things right.
10. A sense of purpose: confident people have an increasing sense of the coherence of the different parts of their life. Confident people also have chosen a theme or purpose for their life.

Find your total score in one of the following categories:

- a. 80–100

Congratulations! By any standards, you are what most people consider to be a confident person. You are clear on your priorities and are in positive pursuit of the life you want. Take note of any areas where you scored below par and consider the advice in the 'Personal profile' section below.

- b. 60–80

Well done! You are already pretty confident in most situations. Just a few areas bring you down in the test and in your life. You can find plenty of guidance for dealing with these trouble spots in this book. Look at the advice in next section to make the most rapid progress.

- c. 40–60

You are in the right place! You may be experiencing some confusion or uncertainty in your life right now, and you may wonder whether there is anything you can do about it. Give yourself time to work on the areas that need attention and you will be amazed by the progress you can make.

d. 20–40

Full marks for honesty and courage! Your confidence may be at low ebb right now, but it doesn't have to stay that way. You can find good advice that you can put to use on almost every page of this book. If you take our advice, and act upon it, you face the possibility of life transformation.

2.2.6 How to Improve Self-Confidence

Zachary and Tyler (2016:33) define how to improve self-confidence. They are:

1. Remind yourself that success can breed confidence.

You have learned that being a confident person can make you successful in life. Don't overthinking that feeling upset, shy, awkward in society will make you underestimate own self. Whenever you are having a moment of sadness or feeling defeated, you can look back on your past experiences. Think about your achievements and awards to boost your mood levels.

2. You can train yourself to be successful

You can train yourself to be a successful person. For starters, you can wake up early in the morning to exercise, have a good breakfast, and prepare for your day. If you are still in school, you can study smarter instead of harder. You can research ways on how you can do that. Another way to train yourself to become a successful person is to devise a goal setting system. This helps you structure success and achieve goals. Note that preparation is a crucial ingredient to success and self-confidence.

3. Observe how other people succeed and try to emulate what they do

It is pretty easy to find a role model. You can research about the most successful people in your chosen field. If you do what they did, you can be successful too. In fact, you can even achieve greater things since you already know about the mistakes that they have done, and you can avoid doing those. You can also factor in your own experiences and lessons learned.

4. Give yourself a pep talk.

Your self-talk can significantly affect the way you feel and think. Obviously, if you want to achieve great things, you need to give yourself a positive self-talk. Otherwise, you can plummet downwards. If you consistently tell yourself that you can do it, then you can definitely do it. On the contrary, if you always discourage yourself and say that you can't, then you won't be able to do what you want to do.

5. Act confidently

Your emotions, thoughts and behaviors are all interconnected. Each one affects the other. What you think influences how you feel, which eventually shows through your behavior and words. When you give yourself a negative self-talk, you make yourself insecure. This can cause you to get nervous and show tension. You may start to stutter and walk back and forth as a sign of nervousness.

6. Determine your power pose and hold it for two minutes

A study on high and low power poses was conducted by Harvard University associate professor and social psychologist Amy Cuddy to determine the effects of these poses during job interviews. The participants of the study were divided into two groups. One group was told to do the high power poses while the other group was told to do the low power poses. Those who did the high power poses were found to outdo those who did the low power poses.

7. Visualize your future

Although it is more important to be mindful of your present than feel bad about your past and worry about your future, don't disregard the importance of preparation and goal-setting. After all, your present is a step towards your future. By having a long-term vision of yourself, you can place things into better perspective. You can be more financially responsible and start saving money for your retirement. You will be more motivated to take your studies seriously, so you can land a better job and establish a career.

8. Practice gratitude

Often times, people get so engulfed with their problems that they forget to appreciate all the good things that happen to them. This causes them to feel so much worse than they already do. When you learn to appreciate even the simplest things, you become a happier person. The fact that you can see nature and feel the warmth of the sun already makes you blessed.

2.3 The Effect Self-Confidence on Students' Motivation

Self-confidence is a situation on the brave to face outcome. Murray (2005; 54) on his book says Confidence is also about motivation. Low confidence can become high confidence only when strong motivation drives repeated experience. As confidence increases in any one area of understanding, less attention energy will be wasted in anxiety and uncertainty and lower levels of motivation will be required to drive it, On the other hand, if confidence is misplaced and a step taken leads to a crash, then the reverse process will occur and a process of re-motivation may be needed before the experience is repeated. Over-confidence is likely to trip itself up in the end and may damage self-confidence overall – so confidence is also about having good judgment. Moreover, self-confidence has important role in improvement students' motivation; both of them link in a process it called learning.

The explanation that we emphasize most is that self-confidence is valuable because it improves the individual's motivation to undertake projects and persevere in the pursuit of his goals, in spite of the setbacks and temptations that periodically test

his willpower. Morale is universally recognized as key to winning a medal, performing on stage, getting into college, writing a great book, doing innovative research, setting up a firm, losing weight, finding a mate, and so forth. Earley and Lituchy (1990:181) define self-confidence belief have been shown to influence future personal goal-setting and to mediate the relationship between goal intentions and motivations.

In addition, Bandura (1977;181) states that self-confidence is a major determinant of behavior only when people have sufficient incentives to act on their self-perception of confidence and when they possess the requisite skills. I think it that would be fine if a performance or social interaction or learning process consist with self-confidence, because people confident overcome the possibilities that would be happen. Here the example of self-confidence are influencing the students motivation, the case is when a student decide to try speak or giving opinion, even though their opinion is not good enough but they can feel satisfies with their own self. More important, they are motived to be better.

As just discussed, Druckman et.al (1994;181) defined that people self-confidence beliefs are hypothesized to influence thought pattern and emotional reactions as well as behavior. Two thought patterns of particular interest to the study of performance motivation are goal intentions and causal attribution; a third thought pattern that can influence self-confidence beliefs is how one think about ability. Building confidence takes time, effort and patience. Students will take a risk, they will feel anxious, the way people confident being motivated in inappropriate place,

situation or feeling. Hayden (2017:6) states that Self-confidence isn't a quality that can be forced. The harder you try to appear confident, the less confident others will perceive you to be.

2.3 THE NATURE OF MOTIVATION

2.3.1 Definition of Motivation

Motivation is reinforcement and pushing to an activity that happens in orders all aspects. The goal of motivation is moving to another thing that creates good condition in learning. The researcher agrees with Driscoll (2000;317) states that motivation is not only important for student to better in academic activity but also for determining the student to perform and sharing information to other people. Students who are motivated to learn something use higher cognitive processes in learning about it and absorb and retain more from it. More strongly statement of Slavin in his book (2017;267) that Motivation is an internal process that activates, guides and maintains behavior over time.

Life is choices and need it. Most people agree and disagree, believe or disbelieve, it's only about meaning of life. Dorney (2010;19) on his book defines that people agree what definition of motivation focus on direction and magnitude of human behavior, such as the choice of particular action, the persistence with it and the effort if expanded on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how

hard they are going to pursue it. The researcher mostly agrees for the Dorney said that everyone has objectivity to do and make something in life. Determining the difference of life push everyone to growth up and survive with their emotional.

Furthermore, Dorney (2010;13) defines that motivation is a viewed as located within the individual, though naturally the individual's cognition and perceptions may be influenced by various social and environmental factors. I am pro with Dorney's statement that motivation refers to individual which are connected to social environment, social perception, and individual cognition. Students not only learn for academic purposes but also they need social interaction to spread their imagination and knowledge. Basically, an academic purpose is to engage social interaction become growth up.

Nothing impossible in the world when somebody asks about the daily activity and another tells how it could so brave and scare in the same time. Motivation influence life's someone, to get on one chance a human should be brave to take an opportunity, it should be applied by the student then how they learn in class for seven hours a day, they have to keep the positive energy to listening, writing, speaking and reading till become a concentration and comfortable to overcome all the problem in learning process. Furthermore, a reinforcement of internal people such as family, friend or else are needed to increase the students' motivation without hesitation in learning, because an achievement in motivation might someone feeling better in their situation. I definitely pro with this statement about achievement based on Stipek, et al (2003) as cite in Slavin (2001;255) state that one of the most important types

motivation for education is achievement motivation or the generalized tendency to strive for success and to choose goal-oriented success/failure activities. The final execution of motivation is an achievement, that's why we have optimism to face and overcome the problem.

Marion Williams and Richard Burden in Harmer, (2001:51) suggest that motivation is a state of cognitive arousal, which provokes a decision to act as a result of which there is sustained intellectual and or physical set goal. Forman, (2005) states that motivation is the process through which individuals are driven to increase their activity or performance either by internal (intrinsic) or external (extrinsic) factors. Additionally, Brown (2000;160) defines motivation from three perspectives emerge:

1. From a behavioristic perspective, Motivation is seen in a very matter of fact term. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement and driven by previous experiences of reward for behavior, and we act accordingly to achieve further reinforcement. In simple word, our acts are likely from external forces.
2. In cognitive terms, motivation places more emphasis from individual's decision," the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect, (Keller 1983;389). Ausubel (1963;363-379). Identified six need undergirding the construct of motivation:
 - a. The need for exploration, for seeing "the other sides of the mountain, for probing the unknown;

- b. The need for manipulation, for operating-to use Skinner's term-on the environment and causing change:
 - c. The need for activity, for movement and exercise, both physical or mental;
 - d. The need for stimulation, the need to be stimulated by the environment, by other people or by ideas, thoughts and feelings
 - e. The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity and stimulation or resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge.
 - f. Finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others.
3. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices (Williams and Burden 1997:120). Abraham Maslow (1970) viewed motivation as a construct in which ultimate attainment of the goals was possible only by passing through a hierarchy of need, three of which were solidly grounded in community, belonging and social status. Maslow sees motivation as dependent on the satisfaction first of fundamental physical necessities (air, water, food) then community, security, identity and self-esteem, the fulfillment of which finally leads to self-actualization.

According to Ryan and Deci (2000;5) to be motivated means to progress or to be in motion to do something. Crump believed that excitement, interest, keenness, enthusiasm towards learning are the main constituents of motivation. Douglas as cited in Harmer stated that a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge and ego enhancement. Pintrich and Schunk (1996, as cited in Sandoval Pineda, 2011, p. 32) define motivation as a process which cannot be observed directly, but can be inferred by behaviors as "choice of tasks, effort, persistence, and verbalizations". According to them, motivation involves goals that provide impetus for action and it requires physical or mental activity geared towards attaining goals

In a general sense, Dörnyei and Ottó (1998: 65) cite in Dörnyei (2010;6) state that motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out. The researcher agrees with this statement that biggest motivation influences individual to change their main set of process learning.

Bolduc (2000:160) says in his book that the key having the power of motivation work for you is to control the two most basic experiences human have pain, and pleasure. When you can control pain and pleasure, you can follow through on the necessary process of achieving a goal. Anytime you fail to achieve a goal it's because you have a pain and pleasure working against you. Personally, the researcher

really love Bolduc's statement; it's so motivated and inspires people especially students more aggressive in life, study hard, and stay strong. Additionally, Whitely (2002:5) Motivation concerns the incentive which makes people act in a certain way. Motivation determines why, whether, and how we work. There can be a strong element of control held by skilled individuals also to the terms on which they work and what motivates them to choose an employer.

Furthermore, Adair (2004:58) states that motivation is about something within you impelling you to move forwards, to achieve a goal, to make progress in a task. The 'something' which is the driving force may be a need, or a desire or an emotion but it leads you to act in a certain way. Signs of motivation in a person are an energy and determination to achieve. In addition, Harmer (2007: 51) states motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

2.3.2 Indicator of Students Motivation

There are some indicators to measure the student's motivation, as follow:

1. Reinforcement

Students are able to make themselves stronger and independent to enjoy the learning even its ups and down.

2. Pushing

Students are able to force themselves to leaning English; however they find difficulties of it.

3. Moving

Students have to transform to get things better in learning English

4. High cognitive

Students are able to make themselves understanding and analysing the material in learning

5. Ask more

Students have the ability to ask more and critic. They also can analyse and getting information the learning who has given by the teacher

6. Remember

Students are able to remains how the teacher explains the material and the process of learning in class.

7. Activate

Students can define some inspiration to get a new innovation and information.

8. Guides

Students are able to lead themselves to doing something in relate with their learning

9. Maintains

Students can maintain their activity in learning even its in main learning or extracurricular

10. Personality

Students have ability to feel the condition of them. They feel brave, and scare, anxious in the same time

11. Positive Energy

Students have ability to keep the feel alright comfort and more energetic by using positive energy

2.3.3 Kinds of Motivation

Leaver, et.al (2005:104) in cites Gardner and Lambert (1972) adds factors which related to motivation:

1. Integrative motivation

Integrative motivation has to do with wanting to be accepted by another community

2. Instrumental motivation

If you are learning a language primarily for a purpose like getting a job or fulfilling an academic requirement you are affected by instrumental motivation.

In addition, the motivation classified into main categories, Leaver, et.al (2005:105) in cites to Decy and Ryan (1989) states that motivation comprises two kinds, the first is intrinsic motivation and extrinsic motivation as the following:

1. Extrinsic motivation

Extrinsically motivated behaviors are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a

punishment. Extrinsic and instrumental motivation are similar but not exactly alike – extrinsic focuses on the fact that the reason is outside of you, whereas instrumental is about the purpose of your learning

2. Intrinsic motivation

Intrinsic motivation (IM) generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. Intrinsic and integrative motivations are even more different: intrinsic motivation has to do with what makes you feel good or whole, whereas integrative motivation is about acceptance and some form of membership in a language community.

Some experts have divided motivation into two major groups of internal motivations and external motivation. While the individual influenced by the external motivation with independent goal undertakes a specific activity, the internal motivation provides the sufficient incentive for doing a task as Mohamadi (2006) states cited in Kourosh Amrai, et.al 2011). Moreover, Decy (1975; 23) as cite in Brown (2000; 76) states that intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward, intrinsically motivated behaviors are aimed at bringing about internally rewarding consequences, namely, feelings of competence and self-determination.

Palmer states that students' motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, and they appear to be happy and eager. Kaylene, et al (2013) students' motivation is probably the single most important element of learning.

2.3.3 The Effect Between Learning Style and Self-Confidence on Student's Motivation

Basically, everything can be related such as requirement in the surrounded. It means that, real fact for learning styles such as audio, visual, kinesthetic/tactile, individual and group influence student almost all in the world. Then, concept for self-confidence is providing the main object of education to absorb each style to increase self-confidence in learning. For the last variable, motivation is an obligation for student in each person especially vocational school students. Reality tells not easy to arrange something that relates to soul, or self, it can be more nervous and frightened to overcome the problem.

Leaver (2005:105) states that motivation applies not only to why you are learning language, but also to why you make the choices you do while learning. factor that motivation and hence the choices include learning styles, and personality, anxiety, self-efficacy, and personal history among other things. Furthermore, Leaver (2005:92) defines that motivation is reflected in the reasons you study a foreign language and the reason you do or do not work hard in class.

Personality in system learning process need a “taste” it’s like somebody can maintains the activity and combination between confidence and learning style into a strength to doing something such self-existence to be self- motivation by happiness. Student learns by their own choice, it makes them easier to understand, satisfy and happy. Then, confident feeling is taken by belief, struggle, and happy. Those sentences are related to how incredible motivation get from happiness. Bolduc (2000:28) says on his incredible book that most people drive to discover the secret to happiness is the strongest motivation that exists. The end of this discussion is learning style and self-confidence relate to student’s motivation. You will never be able to inspire others if you do not feel inspired yourself. Enthusiasm is infectious, and when it’s combined with commitment and trust it’s a great way.

Leaver, et.al (2005:95) states learning styles are convenient shortcuts for talking about patterns of what an individual is likely to *prefer* as a learner. Inside the classroom, mistakes can be more threatening to your sense of self-esteem than outside of it. You may feel judged by your teacher and classmates for your performance, and of course in some ways everything is a test, not only formally named tests. A good way to deal with the inevitable anxiety of feeling judged is to focus on your performance, not that of others. Put effort into observing your own progress and patterns of errors, and relate them to your learning plans. For example, after you notice that you are getting the pronouns for superiors and inferiors in Asian languages wrong regularly, put some special activities for practicing them into your study plans for the week. Your learning style will help you with starting points for these

activities: for instance, an analytic learner might want to build a table of the pronouns and the situations where they should be used. On the other hand, a synthetic learner might well decide to write some dialogue among characters of different social status.

2.4 THE OPERATIONAL CONCEPT

Title the correlation between learning styles and self-confidence on students' Motivation at SMK Perikanan Provinsi Riau. There are three variables in this research as in the following:

1. The learning styles as independent variable (X1)
2. The self-confidence as independent variable (X2)
3. The Student's Motivation at Dependent Variable (Y)

Variables	Indicators	Activities
learning styles	1. Visual	1. The students are most comfortable with pictures, images, and graphs while studying and retaining information
	2. Audio	2. The students are better when hearing the information and perhaps, listening to the teacher
	3. Kinesthetic	3. The learners prefer active participation experience.

	<p>4. Tactile</p> <p>5. Group</p> <p>6. Individual</p>	<p>Example; role play, drama, or moving around</p> <p>4. The students are better by working on experiments in a laboratory, handling and building models.</p> <p>5. The students prefer to learning and shares the idea with another friend such as discussion</p> <p>6. The students are most comfortable learning by self.</p>
Self-confidence	<p>1. Direction and value</p> <p>2. Motivation</p> <p>3. Emotionally stability</p> <p>4. A positive mind-set</p> <p>5. Self-awareness</p> <p>6. Flexibility in behavior</p>	<p>1. Student knows what they want, where they want to go and what thing which is really important.</p> <p>2. Students are motivated by enjoy what to do</p> <p>3. Students more calm and focused to themselves , and also they can control such as anger and anxiety</p> <p>4. Students have the ability to stay optimistic and see the bright side even they encounter setback</p> <p>5. Students know what they are good, their capability, their look and sound to other, and they know to unexpected to be perfect.</p> <p>6. Students adapt their behavior to circumstance, students paying attention well, and they take others views on board making decision</p> <p>7. Students enjoy to stretching, learning experience</p>

	<p>7. Eagerness to develop</p> <p>8. Health and energy</p> <p>9. A willingness to take risks</p> <p>10. A sense of purpose</p>	<p>rather than if they are expert with nothing to find out and students also take their discoveries to new experience</p> <p>8. Students take good care of their body, respect and proud it, have sense that energy is flowing freely and students manage stressful situation becoming ill</p> <p>9. Students have the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answer all the skills to get things right.</p> <p>10. Students have an increasing sense of the coherence of the different parts of their life and student also has chosen a theme or purpose for their life.</p>
Students' Motivation	<p>A. Intrinsic</p> <p>1. Reinforcement</p> <p>2. Pushing</p> <p>3. High cognitive</p>	<p>1. Students are able to make themselves stronger and independent to enjoy the learning even its up and down.</p> <p>2. Students are able to force themselves in leaning English</p> <p>3. Student are able to make themselves faster to</p>

		understanding and analyzing the learning..
	4. Remember	4. Students are able to remains how the teacher explains the material and the process of learning in class.
	5. Activate	5. Students can define some inspiration to get a new innovation.
	6. Personal Taste	6. Students have ability to feel the condition of them. They feel brave and scare in the same time
	B. Extrinsic	
	7. Moving	7. Students have to transform to get things better in learning English
	8. Ask more	8. Students have the ability to ask more and critic. They also can analyze the learning who has given by the teacher.
	9. Guides	9. Students are able to lead themselves to doing something in relate with theirs learning.
	10. Maintains	10. Students can maintains the activity in learning
	11. Positive Energy	11. Students have ability to keep the feel alright, comfort, and more energetic in learning

2.5 ASSUMPTION AND HYPOTHESIS

2.5.1 Assumption

Some of the students have a different type to learn, if they use the appropriate learning Styles during class begin, it can make students create their self-Confidence better, a moment in process not always running fast but step by step, it will compliable between learning style in let the student choose their own way to gained their self-confidence on build students' motivation. The currently explanation show that there are significant correlation between learning style and self-confidence on students' motivation at SMK Perikanan Provinsi Riau.

2.5.2 Hypothesis

A. H_0 : There is no a significant correlation between learning styles and student's motivation at SMK Perikanan provinsi riau

H_{a1} : There is a significant correlation between learning Styles and students' Motivation at SMK Perikanan provinsi riau

B. H_0 : There is no significant relationship between self-Confidence and students' Motivation at SMK Perikanan provinsi riau

H_2 : there is a significant between self-confidence and student's motivation at SMK Perikanan provinsi riau

C. H_0 : There is no significant correlation between learning Styles and self-Confidence toward students' Motivationat SMK Perikanan Provinsi Riau.

H₃: there is a significant correlation between learning style and self-confidence on student's motivation at SMK Perikanan Provinsi Riau

2.6 RELATED STUDIED

This section provides several researchers that had related studies brought out on learning Styles, Self-Confidence and Student's Motivation at smk perikanan provinsi riau.

First is study from Rahmi Muliati (2016) entitled *The Influence of Students' Learning Styles and Intrinsic Motivation on Their English Motivationat State Islamic Senior High School (MAN) Kuok Bangkinang Barat of Kampar Regency*. The research design was correlation research which classified into quantitative research method. The sample of this research were consists of 52-second grade students. After the analysis of the data by using multiple regressions, the finding indicates that there was a significant influence of the students' learning Styles and intrinsic motivation on their Motivationat MAN Kuok Bangkinang Barat.

Sec (Muliati, 2016)

gusmella, r. s. (2017). the influence of students' learning styles and learning strategies toward students english achievement of second grade students at SMA N 2 rambah hilir. *UIN SUSKA Riau*.

Muliati, R. (2016). The Influence of Students' Learning Styles and Instrinsic on Their English Motivation at State Islamic Senior High School (MAN) Kuok Bangkinang Barat of Kampar Regency. *UIN SUSKA Riau*.

Sarini Abdullah, S. T. (2015). *Statistika Tanpa Stress*. Jakarta: Transmedia.

ond is study from Ririn Sri Gusmella (2017) the research was entitled *the influence of students' learning Styles and language learning strategies toward students English Achievement of second-grade students at SMA N 2 Rambah Hilir*. The research design was correlation research which classified quantitative research. The sample of this research is consist of 72 students. The different of previous research in this research is conducted from the highest learning Styles was group than the individual. The final analysis from the data by using multiple regressions, then there is influence between students learning Styles and language learning strategies toward students English Achievement of second grade students at SMA N 2 Rambah hilir.

Third is study from Muhammad Faris Fahrudin (2012) the research was entitled *The Correlation between Students' Learning Styles and Students' Speaking Achievement. English Education, Faculty of Languages and Arts, State University of Surabaya*. The sample of this research were consist of 34 students as the participant of the correlation research include quantitative method. The difference of previous research in this research show how auditory is the most preferred in learning Styles. The other side, there was no significant correlation between learning Styles and speaking achievement of XII IA 3 on students SMA N 1 Tumpang.

Fourth is study from Ismail Gurler (2015) the research was entitled *Correlation between Self-confidence and Motivationof English Language Teaching and English Language and literature preparatory students Agri Ibrahim Cecen University, Faculty of science and letters, Department of English Language and*

Literature, Agri Turkey. The participants were 77 male and female preparatory from both departments. This research was correlation research. The analyzed data were by a quantitative method in the statistic package. The difference from previous research in this research is using independent sample t-test, but the previous research is using multiple regressions. Then, there was a significant correlation between self-confidence and speaking Ability.

Fifth is study from A.Seda Saracaloglu (2009) the research was entitled *A Study on Correlation between Self-Confidence and Academic Motivation of Prospective Teachers. Adnan Mealnderes University, Aydin, Turkey. Instructur Beste Dincer.* The study was designed as a relational survey method. The participants were 251 teachers from two universities. The similarities with the previous research are the final result of the study indicated that there was a correlation between self-Confidence and academic motivation of prospective teachers.

Sixth is study from Rahman Sahragard, Omid Mallahi. (2014) the research was entitled *Relationship between Iranian EFL Learners' Language Learning Styles, Writing Proficiency and Self-assessment. Shiraz University, Shiraz Iran, Hakim Sabzevari University, Sabzehar, Iran.* The participants were 30 Iranian upper-intermediate EFL. The research design is used correlation research in which quantitative research. The result of the research is indicated that more proficient writers underestimated their writing ability whereas the majority of the less proficient ones overestimated different aspects of their writing ability.

Next is study from Dr. Teo, Teck Choon (2017) The research was entitled *understanding Asian students learning Styles, cultural influence and learning strategies*. School of Business London School of Business and Finance Singapore. A survey was conducted for 80 students in a local private education institution. The findings that seem differ that students are less hesitant to ask questions in class, open to small group and choice course of students due to their own choice. It differs from previous research because it refers to a small group but the previous is referring to the individual.

Next is study from Muhammad Yusuf (2017) entitled *the influence of students' motivation and anxiety toward Motivationat language development center of state Islamic University of Sultan Syarif Kasim Riau*. The research was Correlational research included quantitative research. The sample of this research was the second level of Islamic Law students of language Development Center of UIN SUSKA. The similarity of the study conducted by Muhammad Yusuf this study was the research design while the difference was in the instrument used in collecting the data.

Next is study from Julanos (2018). The research entitled *The Influence of Self-Confidence and Self-Esteem on Students' English Achievement at Sekolah Tinggi Teknologi Dumai*. The participants of the research were 112 students. The research was correlational research. The differences in English achievement are influenced by various factors such as their self-Confidence and self-esteem. The finding result of the study indicates that self-Confidence and self-esteem have a significant influence on English Achievement.

Next is study from Mutua Meshack Nzesei. The research was entitled *A Correlation Study Between Learning Styles And Academic Achievement Among Secondary School Students In Kenya Mutua*. University of Nairobi Department of Psychology. This type of this research was correlational research. The different of previous research is The sampling applied was purposive. The final result from this research of least preferred learning style was the single kinesthetic modality which was preferred by only 2 female students. There was no significant difference in learning style preference among male and female students and among high and low academic achievement groups. There was strong positive and statistically significant relationship between learning styles and academic achievement for the trimodal learners, and among male and female students.

Next is study Marija Trajanov (2016) entitles the *Relationship between Teaching Styles and Strategies and Fl Learners' Motivation*. University of Zagreb Faculty of Humanities and Social Sciences Department of English TEFL Section. This type of reseach design was correlational research. The results showed that the students whose teacher had a democratic teaching style were more motivated to teach English than the students whose teacher had an autocratic teaching style, which confirmed the first hypothesis. The results also confirmed that the teacher who had a democratic teaching style was used more motivational strategies than the teacher who had an autocratic teaching style. The sample was taken by 2 elementary school teachers in Zegreb.

Next is study from Mitra Alizadeh (2016) the title of this research is the *Impact of Motivation on English Language Learning. Lahijan Branch, Islamic Azad University, Lahijan, Iran.* In this paper, the researcher was defined the term motivation, explains different types of motivation, reviews previous studies about the role of motivation in language learning, mentions conditions of motivation, and finally states key factors of motivation. The different between previous researches is research method. Previous research was quantitative research but this research was qualitative research.

Next is study from Hsuan –You Tony Lai (2013) *entitled the Motivation of learners of English as foreign Revisite. Department of Applied foreign languages, National Taipei College of Business, Taipei City, Taiwan.* The different of previous research was qualitative, but for this research was comparison quantitative design. The result showed that the majority of participants studied English for travel, instrumental and integrative orientations, as well as intrinsic motivation and the ideal L2 self, but not for external pressure and the ought –to L2 self. No significant difference was found between day and night school students' motivation for studying English.

Next is study from Dr. Tengku Sepora Tengku Mahadi (2012) entitled *Motivation, its types, its impacts in language learning.* The different of previous research is quantitative and this research used qualitative research. the result of this research was given the fact that teachers expected to be informed enough to be able to pilot their teaching towards the varying requirements of different classroom learners,

this study was proposed to shed light on what it takes to have (establish and manage) an effective and successful language classroom in terms of learners motivation.

Next is study from Rosmayanto (2018) *entitled A Correlation between Self-Confidence and the Students' Speaking Skill at SMA N 1 Gegesik*. The research was correlational design. The objective of the research was to investigate whether there was a significance correlation or not between self-confidence and the student' speaking skill of the third grade of Swadya Gunung Jati University in Academic year 2014/2015. The population was third grade students of Swadaya Gunung jati University Cirebon. The result of this research showed there was a significant correlation between score of questionnaire and interview. The different of previous research there is no explanation about sample and research design.

Next is study from Farid Naserieh (2009) *entitled the relationship between perceptual learning styles preference and Skill- based Learning Strategies. Shahid behest University Faculty of literature and Humanities Department of English*. The participants were 138 graduates' students from six faculties at Shahid Beheshti University, Tehran, Iran. They were randomly selected based on a two-stage sampling procedure and were asked respond to two translated and pretested questionnaires: (1) Reid's (1984) Perceptual Learning Style Preference Questionnaires for assessing learning style preferences and (2) Cohen, Oxford and Chis's (2002) Learning Strategy Use Survey for assessing skill-based and function-based strategies.

Next is study from Wissal Belhaj Rhouma (2016) entitled *Perceptual Learning Styles Preferences and Academic Achievement. Institut Supérieur des Langues de Tunis, Tunisia*. The results of this study about low achievers were significantly more factual in their preference than high ones. The difference with previous research is one of the implications of this study is that both teachers and learners should be introduced to the concept of perceptual learning style for a better understanding of their own learning to maximize their chances of success in the foreign language learning classroom. The similarity with previous study is quantitative method for counting the data.

Next is study from Loh, Chee Yen Raymond (2017) entitled *Understanding Asian Students Learning Styles, Cultural Influence and Learning Strategies. School of Business London School of Business and Finance Singapore*. A survey was conducted for 80 participants in a local private education institution. By doing so we would open the doors to bridge the gap in students' learning. A survey was conducted for 80 students in a local private education institution. The results do seem to suggest the influence of culture on learning. The difference of previous study is about research design, previous research design was correlational research but this study was a survey. The similarity with previous study is about learning styles and learning strategies.

Next is study from A. Seda Saracalogu (2009) entitled *A study on correlation between self-efficacy and academic motivation of prospective teachers. Adnan Menderes University, Aydın, Turkey*. The method of the study was designed as

relational survey method and the participants were seniors at the Faculty of Education in Adnan Menderes and Pamukkale Universities, Turkey. The similarity of previous research is research design. The result of this study was indicated that prospective teachers' levels of sense of efficacy and academic motivation are moderately correlated and there was low but positive relation observed between total academic motivation scores and GPA.

Next is study from Rebecca Curtis (2017) entitled *Increasing Engagement and Motivation. Carson-Newman University*. The purpose of this study was to construct a theoretical framework identifying specific voice, choice, and goal setting strategies that impacted student motivation and engagement. The difference of previous study is this study was qualitative research to conducted using semi-structured interviews and observations with two teachers and six students to determine what strategies were used to promote motivation and engagement and if they were acted upon by the students. the result of this study was Incorporating information gathered from the interviews and observations, the desired outcome of the research is for educational leaders to reflect on how these strategies can influence student motivation and engagement, resulting in an autonomous learning environment and students becoming partners in their education.

Next is study from Andreas Christodoulou entitled *Enhancing student motivation and performance: Tools that develop and support informed choice*. These participants of these study 65 participants. The difference of previous study is the research design. This study was quantitative action research while the previous

research qualitative research. the treatment was guiding students through the cognitive process of making informed choices on content and presentation. This was achieved through reflective evaluations linked to a developing understanding of their personal learning styles and to the learner profile. Students then used this guided approach to choose how to present their knowledge for another project and were again assessed at its completion. Posttreatment, paired T-data analysis indicated that across the sample, student motivation and performance significantly increased.

CHAPTER 3:

RESEARCH METHODOLOGY

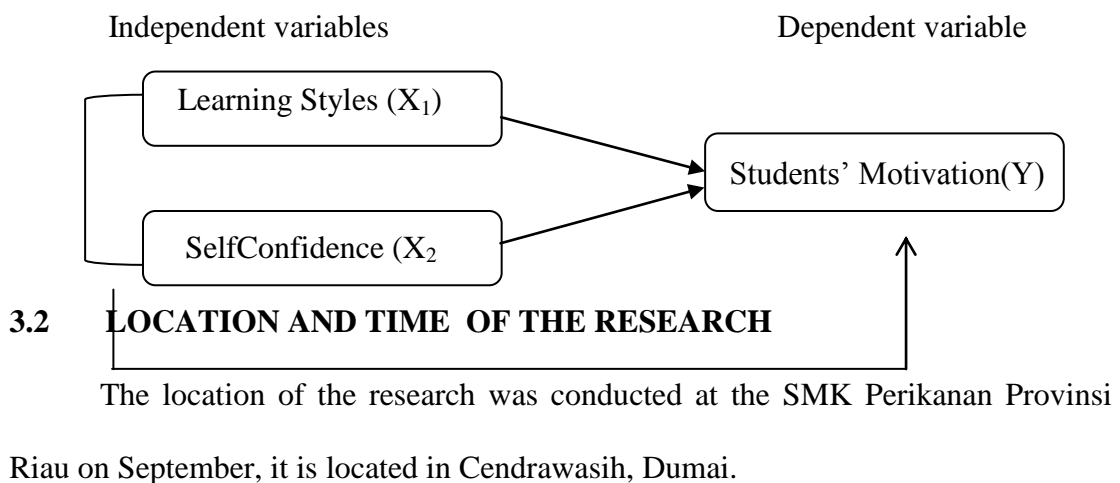
3.1 RESEARCH DESIGN

This research is correlation research as one of the quantitative studies. Gay and Airasian (2000:345) says that correlation research attempts to determine whether, and to what degree, a relationship exist between two or more variables. The objective of this research is to establish the relationship between these variables. Furthermore, Creswell (2012:49) states that correlation research designs are quantitative design in which investigators use a correlation statistical, technique to describe and measure the degree of association (relationship) between two or more variables or sets of a score.

Correlational research involves the collection of data to determine the extent to which two or more variables related. The goal of this research is knowing the correlation between two or more variables that specifically together with the statistic data. Correlational research investigates the factors of a theoretical model that would be developed and explain of the resultant correlation.

Table III.1

The diagrams about specifical variables, these are :



3.3 POPULATION AND SAMPLE

1. Population

The population of this study is all classes of SMK Perikanan provinsi riau of Dumai in 2018/2019 academic year. There are 10 classes which consist of *Nautika Kapal Penangkap Ikan*, *Agribisnis Perikanan*, *Agribisnis Pengolaha Hasil Perikanan*, and *Teknika Kapal Penangkap Ikan Programs*. The total number of all students of SMK Perikanan Provinsi Riau of Dumai, in 2019/2020 academic year is 227 students. Gay (2000) stated that the population is part of sample comprise the individual's item or events selected from a larger. Furthermore, Healey (1987) stated the population is the total of a collection of all cases in which the researcher is interested

2. Sample

In this research writer used sample random sampling to select sample. According to Gay and Airasian (2000:123) Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

. The systematic selects the sample, provide the pieces of paper in the box, and then samples were to be taken randomly from box by choosing a piece of paper but the sample was limited each classes. Table II showed that the population size was 227, the sample was around 144 students. Because of the population of the present study was 227 students, 114 students (50%) were

taken as the sample of this study. Beside on the explanation, it was taken 50% each class to be the sample of this research.

Based on the explanation above the researcher decides to choose 50% to decide the sample.

Table III.2

The population and sample of all grades students of vocational school

SMK Perikanan Provinsi Riau Dumai

No	Name Class	Total Population	Total Sample
1	X APAT	23	12
2	X NKPI	27	15
3	X APHP	16	8
4	X TKPI	27	15
5	XI APAT	23	12
6	XI NKPI	32	16
7	XI APHP	13	7
8	XI TKPI	16	8
9	XII APAT	25	13
10	XII NKPI	25	13
		227	114

3. Pilot study

According to Gay and Airasian (2000) before distributing the questionnaire participants try it out in a pilot study. The purpose of the pilot study is used to know the questionnaire valid and reliable or not. Before the questionnaire gave to sample, the researcher should check by using other participants to ensure the questionnaire is valid and reliable. The study was conducted at SMK Perikanan Provinsi Riau at Dumai.

4. Reliability

Reliability is a way to measure the acceptable questionnaire created by a researcher to students or participants. According to Cresswell (2009), reliability refers to whether scores items on an instrument are internally consistent, stable over time and whether there was consistency in administration test and scoring. Furthermore, H Douglas Brown (2003) state that reliability has to do with the accuracy of measurement. Commonly, accepted rule of thumb for describing internal consistency by using Cronbach alpha.

Table III.3

The level of reliability

Reliability	Level of reliability
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

(cohen et al.,2007)

To find out whether the questionnaires of learning style distributed to the students reliable or not, the SPSS program was used to calculate the result

to obtain the degree of reliability and the result is presented in the following table:

Table III.4

Reliability analysis of learning styles

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	30

Table III.4 shows the value of Cronbach alpha is 0.867 which is indicate the reliability of learning styles questionnaires distributed to the students are highly reliable because the value is in the range of < 0.80 which mean the questionnaire is reliable and acceptable to be used as the instrument of data collection.

Table III.5

Reliability analysis of Self-Confidence

Reliability Statistics	
Cronbach's Alpha	N of Items
.860	30

Table III.5 shows the value of Cronbach alpha is 0.860 which is indicate the reliability of learning styles questionnaires distributed to the students are highly reliable because the value is in the range of < 0.80 which mean the questionnaire is reliable and acceptable to be used as the instrument of data collection.

Table.III.6

Reliability analysis of Students' motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
.813	30

Table III.6 shows the value of Cronbach alpha is 0.813 which is indicate the reliability of learning styles questionnaires distributed to the students are highly reliable because the value is in the range of < 0.80 which mean the questionnaire is reliable and acceptable to be used as the instrument of data collection.

5. Validity

A device to measure data must be valid in order to process of collecting data will easier if the data are valid. So it's called validity. According to Creswell (2008) stated that validity was individual scores from an instrument

make sense, meaningful, enable as the researcher to draw a good conclusion from the sample you are studying to the population. It can be concluded that validity is a way to know the result of suitable or not a questionnaire.

Table. III.7

The criteria of items validity

R	Interpretation
$0,80 < r \leq 1,00$	Very high
$0,60 < r \leq 0,79$	High average
$0,40 < r \leq 0,59$	Average
$0,20 < r \leq 0,39$	Low
$0,00 < r \leq 0,19$	Very low

Table III.8

The validity of learning style

No Item	Pearson correlation (r)	Sig (2 failed) (p)	Interpretation
Item 1	.391	.033	Valid
Item 2	.616	.327	Valid
Item 3	.506	.004	Valid
Item 4	.477	.008	Valid
Item 5	.543	.002	Valid
Item 6	.591	.001	Valid
Item 7	.300	.107	Invalid
Item 8	.472	.009	Valid
Item 9	.000	.997	Invalid
Item10	.428	.018	Valid
Item 11	.419	.021	Valid
Item 12	.503	.005	Valid
Item 13	.601	.000	Valid
Item 14	.112	.557	invalid
Item 15	.550	.002	Valid
Item 16	.652	.000	Valid

Item 17	.671 [*]	.000	Valid
Item 18	.426 [*]	.019	Valid
Item 19	.322 [*]	.082	Invalid
Item 20	.480 [*]	.007	Valid
Item 21	.545 [*]	.001	Valid
Item 22	.565 [*]	.001	Valid
Item 23	.573 [*]	.001	Valid
Item 24	.439 [*]	.015	Valid
Item 25	.157 [*]	.408	Invalid
Item 26	.629 [*]	.000	Valid
Item 27	.351 [*]	.057	Invalid
Item 28	.499 [*]	.005	Valid
Item 29	.235 [*]	.221	invalid
Item 30	.618 [*]	.000	Valid

Based on the table above shows that the learning styles questionnaire consisted of 30 items was tried out to 30 students. The validity of the questionnaire was analyzed by using SPSS 17.0 program version. The items are valid if r-obtained is smaller than α ($r\text{-obtained} < 0.05$). Table III.8 Shows that r-obtained some items of the questionnaire is smaller than $\alpha=0.05$ but for item 7, 9,14,19,25,27 and 29 are invalid. Thus, the invalid items were not used and being deleted.

Table III.9
The validity of Self- confidence

No Item	Pearson correlation (r)	Sig (2 failed) (p)	Interpretation
Item 1	.587 ^{**}	.001	Valid
Item 2	.287 [*]	.124	Invalid
Item 3	.440 [*]	.157	Valid
Item 4	.265 [*]	.157	Invalid
Item 5	.515 ^{**}	.004	Valid
Item 6	.275 [*]	.141	Invalid

Item 7	.525 ^{**}	.003	Valid
Item 8	.290	.121	Invalid
Item 9	.216	.252	Invalid
Item10	.415 ^{**}	.023	Valid
Item 11	.695 ^{**}	.000	Valid
Item 12	.781 ^{**}	.000	Valid
Item 13	.502 ^{**}	.005	Valid
Item 14	.588 ^{**}	.001	Valid
Item 15	.542 ^{**}	.002	Valid
Item 16	.427 ^{**}	.019	Valid
Item 17	.336	.070	Invalid
Item 18	.447 ^{**}	.013	Valid
Item 19	.365	.047	Valid
Item 20	.502 ^{**}	.005	Valid
Item 21	.426 ^{**}	.019	Valid
Item 22	.406 ^{**}	.029	Valid
Item 23	.590 ^{**}	.001	Valid
Item 24	.180	.342	Invalid
Item 25	.555 ^{**}	.001	Valid
Item 26	.316	.089	Invalid
Item 27	.197	.296	Invalid
Item 28	.449 ^{**}	.013	Valid
Item 29	.589 ^{**}	.001	Valid
Item 30	.645 ^{**}	.000	Valid

Table III.9 Shows the r score and significant probabilities of some items for self-confidence questionnaire are lower than 0.05. Thus, the items for self-confidence are valid, but for item 2, 4, 6,8,9,17, 24, 26 and 27 are invalid. The invalid items were not used and being deleted.

Table III.10
Student's Motivation

No Item	Pearson correlation	Sig (2 failed)	Interpretation
Item 1	.371 ^{**}	.044	Valid

Item 2	.185	.327	Invalid
Item 3	.378	.040	Valid
Item 4	.238	.205	Invalid
Item 5	.433	.017	Valid
Item 6	.339	.067	Invalid
Item 7	.616	.000	Valid
Item 8	.248	.168	Invalid
Item 9	.448	.013	Valid
Item 10	.499	.005	Valid
Item 11	.231	.218	Invalid
Item 12	.420	.021	Valid
Item 13	.426	.019	Valid
Item 14	.521	.003	Valid
Item 15	.671	.000	Valid
Item 16	.035	.852	Invalid
Item 17	.564	.001	Valid
Item 18	.501	.005	Valid
Item 19	.159	.401	Invalid
Item 20	.144	.446	Invalid
Item 21	.431	.017	Valid
Item 22	.499	.005	Valid
Item 23	.567	.001	Valid
Item 24	.197	.207	Invalid
Item 25	.467	.009	Valid
Item 26	.454	.012	Valid
Item 27	.255	.171	Invalid
Item 28	.577	.001	Valid
Item 29	.491	.006	Valid
Item 30	.480	.007	Valid

Table III.10 Shows the r score and significant probabilities of some items for self-confidence questionnaire are lower than 0.05. Thus, the items for self-confidence are valid, but for item 2, 4, 6,8,9,17, 24, and 27 are invalid. The invalid items were not used and being deleted

3.5 THE DATA COLLECTION TECHNIQUE

3.5.1 Instrumentation

In this research, there are three variables. One dependent variable and two independent variables. The independent variable (X_1) was learning Styles and Self-confidence (X_2) then the dependent variable (Y) is student's motivation.

Questionnaire

Three Questionnaires are used to investigate learning Styles, self-Confidence and student's motivation. The reason why choosing the questionnaires as the instrument because the questionnaire is a way to make students easier knowing the compliable of their knowledge on learning Styles, self-confidence and motivation. Questionnaire is as widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of researcher, and often being comparatively straightforward to analyse (Cohen et al., 2007).

The questionnaire are used in this study perceptual learning Styles preferences questionnaire (PLSQ) which was introduced by Reid (1987) to measure students learning Styles preference. While answering the statements in the questionnaire the students were asked to decide whether they strongly agree, agree, undecided, disagree, and strongly disagree and market the items that best apply to their study English.

Table III.11
Blue Print of Learning Styles Questionnaires

No	Types of language learning Styles	Item	Activities
----	-----------------------------------	------	------------

1.	Visual	6,10,12,24	The learners are most comfortable with pictures, images, and graphs while studying and retaining information
2	Audio	1,17,20	The learners are better when hearing the information and perhaps, listening to the teacher
3	Kinaesthetic	2,8,15,26	The learners prefer active participation experience. Example; role play, drama, or moving around
4	Tactile	11,16,22	The learners learn better by experiments in laboratory, handling and building models
5	Group	3,4,5,21,23	The learner prefers to learning and shares the idea with another friend such as discussion
6	Individual	13,18,28,30	The learn are most comfortable learning by self.

Table. III.12

The classification of students learning style

SCORE	CLASSIFICATION
38-50	Major learning style preference
25-37	Minor learning style preference
0-24	Negligible learning style preference

Table III.13

The Blue Print of Self-Confidence Questionnaires

No	Indicator	Items	Activities
1	Direction and value	1,2,12	1. Student knows what they want, where they want to go and what thing which is really important

2	Motivation	3,6,23	2. Students are motivated by enjoy what to do
3	Emotionally stability	4,22,30	3. Students more calm and focused to themselves, and also they can control such as anger and anxiety
4	A positive mind-set	5,7,24	4. Students have the ability to stay optimistic and see the bright side even they encounter setback
5	Self-awareness	8,9,21	5. Students know what they are good, their capability, their look and sound to other, and they know to unexpected to be perfect.
6	Flexibility in behavior	10,11,28	6. Students adapt their behavior to circumstance, students paying attention well, and they take others views on board making decision
7	Eagerness to develop	13,14,29	7. Students enjoy to stretching, learning experience rather than if they are expert with nothing to find out and students also take their discoveries to new experience
8	Health and energy	15,16,17	8. Students take good care of their body, respect and proud it, have sense that energy is flowing freely and students manage stressful situation becoming ill
9	A willingness to take risks	18,25, 27	9. Students have the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answer all the skills to get things right.
10	A sense of purpose	19,20,26	10. Students have an increasing sense of the coherence of the different parts of their life and student also has chosen a theme or purpose for their life.

The following table shows the categories of self-confidence level by Burton and Platts (2006):

Table.III.14
Self-Confidence Categories

Score	Categories
80-100	Very High level confidence
60-80	High level confidence
40-60	average confidence
20-40	Very Low confidence

The data obtained from the questionnaire was analysed by using percentage analysis. The formula is shown in the following: $P = \frac{F}{N} \times 100$



Where:

P: Percentage student's choice

F: total student's choice

N: total maximal score

Table.III.15
The Blue Print of Students' Motivation Questionnaires

No	Indicator	Items	Activities
1	Reinforcement	1, 11, 25	1. Students are able to make themselves stronger and independent to enjoy the learning even it's up and down.
2	Pushing	5,10, 23	2. Students are able to force themselves to leaning English; however they find difficulties of it.
3	Moving	24,30,	3. Students have to transform to get things better in learning English.
4	High cognitive	13,17,	4. Students are able to make themselves understanding and analysing the material in learning
5	Ask more	14,15,16	5. Students have the ability to ask more

			and critic. They also can analyse and getting information the learning who has given by the teacher.
6	Remember	21,28,	6. Students are able to remains how the teacher explains the material and the process of learning in class.
7	Activate	6,7,29	7. Students can define some inspiration to get a new innovation.
8	Guides	13, 22,	8. Students are able to lead themselves to doing something in relate with theirs learning.
9	Maintains	3,8,26	9. Students can maintain their activity in learning even its main learning and extracurricular
10	Personality	9,19, 27	10. Students have ability to feel the condition of them. They feel brave, and scare, anxious in the same time
11	Positive energy	2, 4, 18	11. Student have ability to keep the feel alright comfort, and more energetic in learning by using positive energy

Table III.16
Classification of student's motivation

Score level	Category
81-100	High
61-80	Medium
51-60	Low

D. THE DATA ANALYSIS TECHNIQUE

Data analysis is a device to determine the result of collecting data. Creswell (2009) state that standard deviations and range score for the independent variable (language learning Styles and students self-confidence) and for the dependent variable (student's motivation). Then, additional analysis or hypothesis related variables or compare groups in terms of variables so that inferences can be drawn from the sample population (Creswell, 2009). Those explanations concluded that a result of research can be seen after data analysis by multiple regression calculated by SPSS 17

Abdullah and Sutanto (2015:183) state that Simple linear regression is a method to know how a variable (X, independent variable) tell the value of other variables (Y, dependent variable). Multiple regressions are an extension of simple linear regression. It is used when we want to predict the value of variable based on the value of two or more other variables. Furthermore, Gay and Airasian (2000:514) state that multiple regression is equation uses variables that are known to individually predict (correlate with) the criterion to make a more accurate prediction about a criterion variable. Use of multiple regressions is increasing, primarily because of its versatility and precision. It can be used with data representing any scale of measurement, and can be used to analyse the results of experimental and causal-comparative, as well as correlational studies.

CHAPTER 4:
FINDINGS AND DISCUSSION

4.1 Findings

This research was conducted in order to find out whether (1) there is no significant correlation between learning styles and student's motivation (2) there is no a significant correlation between self-confidence and student's motivation (3) there is significant correlation between learning styles and self-confidence on student's motivation.

The correlation between learning styles and self-confidence shows the incredible result of student's motivation. The influence of combination for two independent variables to dependent variable. There are two points in the learning styles and self-confidence to support student's motivation. Firstly, the role of learning style in environment. Reid (2005;33) says that the environment is very influential and should be seen as an important resource that can help access effective learning for all students. The number of factor of learning styles student's environment such as design, color, wall display, light, visual and auditory distraction, and the presence of other learners in the same environment.

Secondly, self-assuredness, Burton and Flatss (2006:10) define that self-assuredness is ability to perform to a certain standard of self-confidence. Self-Confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others. Its can relate to indicators of both of two independent variables is important because if it's combined will be a support system to increase the student's motivation.

Table IV.1

Indicators of Learning styles, Self-confidence and Student's motivation

Learning styles indicators	Activity	Self-confidence Indicators	Activity	Student's motivation indicators	Activity
Visual	1.The students are most comfortable with pictures, images, and graphs while studying and retaining information	Direction and value	Student knows what they want, where they want to go and what thing which is really important.	Reinforcement	Students are able to make clear and independent. They can enjoy in learning.
Auditory	2.The students are better when hearing the information and perhaps, listening to the teacher	Motivation	Students are motivated by enjoy what to do In fact; you're likely to get so engrossed in what you're doing that nothing distracts you.	Pushing	Students are able to force themselves to leaning English
Kinesthetic	The learners prefer active participation experience. Example;	Emotionally stability	Students more calm and focused to themselves , and also	Moving	Students have to transform to get things better in learning

	role play, drama, or moving around		they can control such as anger and anxiety		English
Tactile	The students are better by working on experiments in a laboratory, handling and building models.	A positive mind-set	Students have the ability to stay optimistic and see the bright side even they encounter setback	High cognitive	Students are able to make themselves understanding in learning English.
Group	The students prefer to learning and shares the idea with another friend such as discussion	Self-awareness	Students know what they are good, their capability, their look and sound to other, and they know to unexpected to be perfect.	Ask more	Students have the ability to ask more and critic. They also can analyze the learning who has given by the teacher.
Individual	The students are most comfortable learning by self.	Flexibility in behavior	Students adapt their behavior to circumstance, students paying attention well, and they take others	Remember	Students are able to remains how the teacher explains the material and the process of learning in class.

			views on board making decision		
		Eagerness to develop	Students enjoy to stretching, learning experience rather than if they are expert with nothing to find out and students also take their discoveries to new experience	Activate	Students can define some inspiration to get a new innovation
		Health and energy	Students take good care of their body, respect and proud it, have sense that energy is flowing freely and students manage stressful situation becoming ill	Guides	Students are able to lead themselves to doing something in relate with theirs learning
		A willingness to take risks	Students have the ability to act in the face	Maintains	Students can maintains the activity in

			of uncertainty and put themselves on the line even when they don't have the answer all the skills to get things right.		learning even its main learning and extracurricular
		A sense of purpose	Students have an increasing sense of the coherence of the different parts of their life and student also has chosen a theme or purpose for their life.	Brave and scare	Students have ability to feel the condition of them. They feel brave and scare in the same time
				Positive Energy	Students have ability to keep the feel alright by using positive energy

Table IV.2

Analysis Indicator between Learning Styles and Self Confidence

No	Learning styles	Self-confidence	Learning styles and self confidence
1	The students are most comfortable with pictures, images, and graphs while studying and retaining information	Student knows what they want, where they want to go and what thing which is really important.	Students are able looking around to what teacher shows or gives picture or video, because students want to be part of it. e.g teacher shows about BJ habibie picture in descriptive text material, student focus and understanding when teacher explains and write it description about habibie on the book.
2	The students are better when hearing the information and perhaps, listening to the teacher	Students are motivated by enjoy what to do In fact; you're likely to get so engrossed in what you're doing that nothing distracts you.	Students are able to comprehending and eager to do something. Even student get distracts but they can handle it
3	The students prefer active participation experience. Example; role pray, drama, or moving around	Students enjoy to stretching, learning experience rather than if they are expert with nothing to find out and students also take their discoveries to new experience	Students do the practice based on the finding out the new information and share it to another student.
4	The students are most comfortable learning by self	Students more calm and focused to themselves ,	Student knows the goals of learning. They target all the effort to get a good result.

		and also they can control such as anger and anxiety	
5	The students are better by working on experiments in a laboratory, handling and building models.	Students have the ability to stay optimistic and see the bright side even they encounter setback	Students are able to try new things related to the material and even try improve the given one without having doubt eventhough they found it difficult
6	The students prefer to learning and shares the idea with another friend such as discussion	Students know what they are good, their capability, their look and sound to other, and they know to unexpected to be perfect.	Students create themselves to be active, effort to be critical and helping another friend to explain more what teacher say.
7	The students prefer to learning and shares the idea with another friend such as discussion	Students adapt their behavior to circumstance, students paying attention well, and they take others views on board making decision	Students are able to share the information to others easier and getting the difference idea.
8	The students prefer active participation experience. Example; role pray, drama, or moving around	Students take good care of their body, respect and proud it, have sense that energy is flowing freely and students manage stressful situation becoming ill	Students are able to control their particular things like well preparation, concentration, and practice also do evaluation.
9	The students are most comfortable learning by self	Students have the ability to act in the face of uncertainty and put themselves on the line	Students are able to maintain their situation and make it possibility to change the doubtless and position when they try to find the information.

		even when they don't have the answer all the skills to get things right.	
10	The students are most comfortable with pictures, images, and graphs while studying and retaining information	Students have an increasing sense of the coherence of the different parts of their life and student also has chosen a theme or purpose for their life.	Students are able to bring their background knowledge to gained the information

4.1.1 Result of Learning Styles Score

Table. IV.3
Result of Learning Style Score

students	visual	%	auditory	%	kinesthetic	%	tactile	%	group	%	Individual	%	total	%
1	14	70%	11	73%	14	70%	11	73%	18	72%	14	70%	82	76%
2	17	85%	14	93%	17	85%	13	87%	24	96%	19	95%	104	97%
3	14	70%	10	67%	12	60%	11	73%	17	68%	13	65%	77	71%
4	14	70%	10	67%	15	75%	11	73%	19	76%	15	75%	84	78%
5	15	75%	12	80%	16	80%	11	73%	19	76%	15	75%	88	82%
6	13	65%	11	73%	13	65%	12	80%	18	72%	13	65%	80	74%
7	16	80%	13	87%	15	75%	13	87%	21	84%	20	100%	98	91%
8	18	90%	11	73%	16	80%	13	87%	19	76%	17	85%	94	87%
9	16	80%	11	73%	12	60%	11	73%	18	72%	14	70%	82	76%
10	15	75%	11	73%	14	70%	11	73%	19	76%	13	65%	83	77%
11	16	80%	11	73%	17	85%	12	80%	21	84%	14	70%	91	85%
12	14	70%	13	87%	17	85%	11	73%	19	76%	16	80%	90	84%
13	17	85%	10	67%	16	80%	13	87%	20	80%	13	65%	89	83%
14	17	85%	13	87%	17	85%	10	67%	20	80%	16	80%	93	86%
15	13	65%	11	73%	15	75%	10	67%	18	72%	15	75%	82	76%
16	13	65%	12	80%	15	75%	11	73%	18	72%	12	60%	81	75%
17	14	70%	10	67%	16	80%	11	73%	20	80%	14	70%	85	79%

18	14	70%	9	60%	14	70%	11	73%	18	72%	12	60%	78	72%
19	19	95%	13	87%	19	95%	15	100%	21	84%	20	100%	107	100%
20	12	60%	10	67%	16	80%	10	67%	17	68%	16	80%	81	75%
21	13	65%	12	80%	13	65%	11	73%	18	72%	12	60%	79	73%
22	17	85%	13	87%	15	75%	13	87%	21	84%	16	80%	95	88%
23	19	95%	13	87%	19	95%	15	100%	23	92%	14	70%	103	96%
24	15	75%	11	73%	15	75%	12	80%	19	76%	17	85%	89	83%
25	12	60%	9	60%	13	65%	10	67%	17	68%	10	50%	71	66%
26	17	85%	12	80%	15	75%	14	93%	19	76%	15	75%	92	85%
27	16	80%	13	87%	14	70%	12	80%	20	80%	18	90%	93	86%
28	16	80%	13	87%	15	75%	13	87%	19	76%	15	75%	91	88%
29	14	70%	12	80%	13	65%	11	73%	17	68%	13	65%	80	74%
30	15	75%	11	73%	16	80%	13	87%	20	80%	16	80%	91	85%
31	12	60%	11	73%	14	70%	9	60%	16	64%	13	65%	75	72%
32	13	65%	12	80%	15	75%	9	60%	12	48%	12	60%	73	70%
33	12	60%	11	73%	16	80%	7	47%	13	52%	11	55%	70	67%
34	10	50%	9	60%	13	65%	8	53%	17	68%	10	50%	67	65%
35	13	65%	9	60%	12	60%	9	60%	16	64%	12	60%	71	68%
36	10	50%	7	47%	17	85%	14	93%	19	76%	9	45%	76	73%
37	12	60%	9	60%	12	60%	11	73%	17	68%	11	55%	72	69%
38	16	80%	13	87%	20	100%	15	100%	15	60%	12	60%	91	88%
39	14	70%	9	60%	13	65%	10	67%	15	60%	13	65%	74	71%
40	13	65%	10	67%	13	65%	11	73%	18	72%	12	60%	77	74%
41	17	85%	14	93%	17	85%	11	73%	21	84%	12	60%	92	89%
42	9	45%	11	73%	10	50%	4	27%	8	32%	8	40%	50	48%
43	11	55%	9	60%	14	70%	7	47%	17	68%	13	65%	71	68%
44	15	75%	12	80%	14	70%	11	73%	15	60%	16	80%	83	80%
45	16	80%	13	87%	20	100%	15	100%	21	84%	8	40%	93	92%
46	17	85%	12	80%	19	95%	14	93%	20	80%	14	70%	96	93%
47	13	65%	8	53%	11	55%	11	73%	12	48%	15	75%	70	67%
48	19	95%	13	87%	19	95%	15	100%	21	84%	20	100%	107	100%
49	19	95%	13	87%	18	90%	12	80%	21	84%	17	85%	100	97%
50	15	75%	10	67%	15	75%	11	73%	20	80%	16	80%	87	84%
51	14	70%	10	67%	14	70%	12	80%	17	68%	9	45%	76	73%
52	12	60%	10	67%	12	60%	11	73%	16	64%	16	80%	77	74%

53	13	65%	10	67%	12	60%	8	53%	13	52%	13	65%	69	66%
54	13	65%	9	60%	11	55%	6	40%	17	68%	15	75%	71	68%
55	13	65%	8	53%	13	65%	13	87%	21	84%	7	35%	75	72%
56	13	65%	11	73%	8	40%	12	80%	16	64%	11	55%	71	68%
57	14	70%	11	73%	11	55%	12	80%	16	64%	18	90%	82	79%
58	16	80%	13	87%	17	85%	13	87%	17	68%	13	65%	89	86%
59	11	55%	11	73%	17	85%	11	73%	18	72%	7	35%	75	72%
60	14	70%	12	80%	16	80%	12	80%	16	64%	16	80%	86	83%
61	16	80%	11	73%	18	90%	9	60%	19	76%	14	70%	87	84%
62	16	80%	10	67%	18	90%	11	73%	23	92%	9	45%	87	84%
63	13	65%	11	73%	15	75%	11	73%	18	72%	14	70%	82	79%
64	17	85%	10	67%	15	75%	12	80%	20	80%	14	70%	88	85%
65	14	70%	13	87%	19	95%	14	93%	20	80%	9	45%	89	86%
66	19	95%	9	60%	20	100%	9	60%	13	52%	8	40%	78	75%
67	14	70%	10	67%	18	90%	10	67%	22	88%	13	65%	87	84%
68	15	75%	14	93%	14	70%	10	67%	20	80%	19	95%	92	89%
69	16	80%	13	87%	17	85%	12	80%	25	100%	12	60%	95	92%
70	10	50%	7	47%	17	85%	14	93%	19	76%	10	50%	77	74%
71	13	65%	11	73%	16	80%	12	80%	20	80%	9	45%	81	78%
72	15	75%	11	73%	17	85%	12	80%	24	96%	11	55%	90	87%
73	17	85%	13	87%	17	85%	11	73%	23	92%	8	40%	89	86%
74	11	55%	14	93%	19	95%	11	73%	21	84%	10	50%	86	83%
75	17	85%	13	87%	17	85%	11	73%	23	92%	8	40%	89	86%
76	10	50%	7	47%	17	85%	14	93%	19	76%	10	50%	77	74%
77	15	75%	11	73%	17	85%	11	73%	20	80%	11	55%	85	82%
78	17	85%	14	93%	17	85%	11	73%	21	84%	13	65%	93	90%
79	12	60%	13	87%	17	85%	10	67%	18	72%	11	55%	81	78%
80	12	60%	13	87%	16	80%	9	60%	23	92%	13	65%	86	83%
81	17	85%	11	73%	18	90%	11	73%	24	96%	4	20%	85	82%
82	16	80%	11	73%	14	70%	10	67%	20	80%	15	75%	86	83%
83	15	75%	10	67%	17	85%	12	80%	16	64%	11	55%	81	78%
84	16	80%	11	73%	16	80%	12	80%	18	72%	15	75%	88	85%
85	16	80%	11	73%	20	100%	13	87%	21	84%	9	45%	90	87%
86	16	80%	12	80%	16	80%	9	60%	21	84%	11	55%	85	82%
87	20	100%	15	100%	16	80%	13	87%	23	92%	10	50%	97	94%

88	11	55%	14	93%	19	95%	11	73%	20	80%	10	50%	85	82%
89	13	65%	11	73%	15	75%	12	80%	21	84%	13	65%	85	82%
90	13	65%	11	73%	16	80%	12	80%	20	80%	9	45%	81	78%
91	16	80%	12	80%	15	75%	11	73%	14	56%	15	75%	83	80%
92	15	75%	11	73%	17	85%	12	80%	24	96%	13	65%	92	89%
93	12	60%	12	80%	18	90%	11	73%	18	72%	8	40%	79	76%
94	10	50%	14	93%	17	85%	13	87%	24	96%	11	55%	89	86%
95	15	75%	8	53%	12	60%	12	80%	19	76%	15	75%	81	78%
96	11	55%	6	40%	15	75%	8	53%	16	64%	10	50%	66	64%
97	17	85%	12	80%	17	85%	11	73%	19	76%	16	80%	92	89%
98	11	55%	6	40%	15	75%	11	73%	19	76%	10	50%	72	69%
99	14	70%	12	80%	17	85%	10	67%	11	44%	11	55%	75	72%
100	15	75%	6	40%	15	75%	8	53%	16	64%	15	75%	75	72%
101	10	50%	9	60%	15	75%	9	60%	18	72%	13	65%	74	71%
102	19	95%	10	67%	17	85%	13	87%	23	92%	15	75%	97	94%
103	18	90%	12	80%	15	75%	11	73%	17	68%	17	85%	90	87%
104	14	70%	9	60%	15	75%	10	67%	16	64%	12	60%	76	73%
105	18	90%	12	80%	15	75%	11	73%	17	68%	17	85%	90	87%
106	12	60%	10	67%	16	80%	11	73%	19	76%	12	60%	80	77%
107	13	65%	10	67%	13	65%	11	73%	18	72%	12	60%	77	74%
108	16	80%	12	80%	15	75%	11	73%	14	56%	15	75%	83	80%
109	12	60%	10	67%	13	65%	9	60%	18	72%	12	60%	74	71%
110	16	80%	10	67%	16	80%	11	73%	21	84%	15	75%	89	86%
111	13	65%	13	87%	16	80%	11	73%	16	64%	14	70%	83	80%
112	13	65%	12	80%	16	80%	8	53%	17	68%	12	60%	78	75%
113	14	70%	9	60%	15	75%	10	67%	16	64%	12	60%	76	73%
114	20	100%	15	100%	16	80%	13	87%	23	92%	10	50%	97	94%
total	1650		1262		1766		1274		2126		1461		9549	
Mean score	14.47		11.07		15.49		11.18		18.65		12.90		83.76	
Max score	20		15		20		15		25		20		107	
Min score	9		6		8		4		8		4			

Table IV.I shows that group is the most favorite style is chosen by students with mean score 18.64, It's include to major learning styles. Another dominant style is Kinesthetic with means score 15.49 It means that students of SMK Perikanan Provinsi Riau Dumai more comfort and enjoy in group style.

4.1.2 Result of Self-Confidence Score

Table. IV.5
Result of Self-Confidence Score

No	Total	Percentage	Categories
1	80	77%	high
2	88	85%	high
3	76	73%	high
4	78	75%	high
5	73	70%	high
6	38	36%	Average
7	68	66%	Average
8	82	79%	high
9	98	95%	high
10	54	52%	Average
11	83	80%	high
12	88	85%	high
13	83	80%	high
14	81	78%	high
15	92	89%	high
16	65	63%	Average
17	66	64%	Average
18	66	64%	Average
19	68	66%	Average
20	68	66%	Average
21	68	66%	Average
22	82	79%	high
23	85	82%	high
24	63	61%	Average
25	90	83%	high

26	98	95%	high
27	83	80%	high
28	71	68%	high
29	84	81%	high
30	89	86%	high
31	94	91%	high
32	103	100%	high
33	71	68%	high
34	95	92%	high
35	102	99%	high
36	82	79%	high
37	89	86%	high
38	93	90%	high
39	92	89%	high
40	100	97%	high
41	84	91%	high
42	70	67%	high
43	74	71%	high
44	73	70%	high
45	70	67%	high
46	68	66%	Average
47	72	69%	high
48	71	68%	high
49	64	62%	Average
50	71	68%	high
51	57	55%	Average
52	65	63%	Average
53	75	72%	high
54	76	73%	high
55	75	72%	high
56	74	71%	high
57	74	71%	high
58	82	79%	high
59	86	83%	high
60	101	98%	high
61	77	74%	high
62	67	65%	Average
63	64	62%	Average
64	71	68%	high
65	78	75%	high
66	72	69%	high

67	78	75%	Average
68	73	70%	high
69	82	79%	high
70	68	66%	Average
71	68	66%	Average
72	78	75%	high
73	65	63%	Average
74	61	59%	Average
75	73	70%	high
76	61	59%	Average
77	61	59%	Average
78	69	66%	Average
79	77	74%	high
80	75	72%	high
81	67	65%	Average
82	50	50%	Average
83	62	60%	Average
84	67	65%	Average
85	77	74%	high
86	71	68%	high
87	67	65%	Average
88	71	68%	high
89	60	58%	Average
90	66	64%	Average
91	74	71%	high
92	78	75%	high
93	62	60%	Average
94	66	64%	Average
95	70	67%	high
96	61	59%	Average
97	72	69%	high
98	79	76%	high
99	70	67%	high
100	86	83%	high
101	83	80%	high
102	76	73%	high
103	74	71%	high
104	85	85%	high
105	65	63%	Average
106	80	77%	high
107	81	78%	high

108	81	78%	high
109	77	74%	high
110	87	84%	high
111	76	73%	high
112	84	81%	high
113	79	76%	high
114	77	74%	high
Total	8610	-	-
Mean score	75	73%	

Based on the data above the highest of result score is 103. A student who have 103 score with 100% and the lowest score is 38 with 36%. Totally, there are 80 students have high categories, and 34 for average categories. It means that in this school students are able to control their confidence well.

4.1.3 Result of Student's Motivation

Table. IV.7
Result of student's Motivation

No	Total Score	Percentage	Categories
1	82	82%	High
2	83	83%	High
3	68	68%	Medium
4	77	77%	Medium
5	83	83%	High
6	93	93%	High
7	74	74%	Medium
8	97	97%	High
9	94	94%	High
10	69	69%	Medium
11	80	80%	Medium
12	64	64%	Medium
13	68	68%	Medium
14	72	72%	Medium
15	63	63%	Medium
16	54	54%	Low
17	58	58%	Low
18	71	71%	Medium
19	75	75%	Medium
20	72	72%	Medium
21	74	74%	Medium
22	57	57%	Low
23	89	89%	High
24	77	77%	Medium
25	84	84%	High
26	69	69%	Low
27	57	57%	Low
28	57	57%	Low
29	76	76%	Medium
30	59	59%	Medium
31	74	74%	Medium
32	93	93%	High
33	92	92%	High
34	77	77%	Medium
35	90	90%	High

36	87	87%	High
37	83	83%	High
38	74	74%	Medium
39	96	96%	High
40	81	81%	High
41	84	84%	High
42	88	88%	High
43	83	83%	High
44	71	71%	Medium
45	82	82%	High
46	78	78%	Medium
47	90	90%	High
48	78	78%	Medium
49	73	73%	Medium
50	72	72%	Medium
51	51	51%	Low
52	61	61%	Low
53	77	77%	Medium
54	57	57%	Low
55	69	69%	Medium
56	71	71%	Medium
57	80	80%	Medium
58	64	65%	Medium
59	66	66%	Medium
60	73	73%	Medium
61	52	52%	Low
62	84	84%	High
63	77	77%	Medium
64	68	68%	Medium
65	88	88%	High
66	68	68%	Medium
67	70	70%	Medium
68	78	78%	Medium
69	71	71%	Medium
70	78	78%	Medium
71	79	79%	Medium
72	80	80%	Medium
73	69	69%	Medium
74	69	69%	Medium
75	64	64%	Medium
76	70	70%	Medium

77	66	66%	Medium
78	65	65%	Medium
79	71	71%	Medium
80	72	72%	Medium
81	71	71%	Medium
82	68	68%	Medium
83	57	57%	Low
84	69	69%	Medium
85	66	66%	Medium
86	66	66%	Medium
87	73	73%	Medium
88	52	52%	Low
89	69	69%	Medium
90	70	70%	Medium
91	69	69%	Medium
92	64	64%	Medium
93	77	77%	Medium
94	81	81%	High
95	70	70%	Medium
96	69	69%	Medium
97	71	71%	Medium
98	80	80%	Medium
99	73	73%	Medium
100	82	82%	High
101	72	72%	Medium
102	75	75%	Medium
103	80	80%	Medium
104	77	77%	Medium
105	71	71%	Medium
106	77	77%	Medium
107	73	73%	Medium
108	82	82%	High
109	99	99%	High
110	89	89%	High
111	84	84%	High
112	92	92%	High
113	94	94%	High
114	97	97%	High
Total	8509	-	-
Means score	74.65	-	-

Table IV.5 above explains that the most students of SMK Perikanan Provinsi Riau in Dumai refer to Medium categories. The total students who choose medium are 69 persons. The total students for the high level are 30 persons and students who have the low level are 15 persons. The highest score is 99 and the lowest score is 51. It means that motivation in learning English for student's Smk Perikanan Provinsi Riau.

4.1.4 Descriptive Statistic of Learning Styles

Table. IV.4
Descriptive Statistic of Learning Styles

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Learning style (X1)	114	57.00	54.00	111.00	9954.00	87.3158	.90868	9.70203
Valid N (listwise)	114							

Based on the descriptive statistical analysis table above shows that the mean score of learning styles was 87.31, the maximum score was 111.00, the minimum score was 54.00. Meanwhile the range of learning styles is 57.00 and sum score of learning styles is 9954.00.

4.1.5 Descriptive statistic of self-confidence

Table. IV.6

Descriptive Statistic of Self-confidence

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
self-confidence (X2)	114	65.00	38.00	103.00	8610.00	75.5263	1.04837	11.19356
Valid N (listwise)	114							

Table of descriptive statistical analysis above shows that the mean score of self-confidence is 75.52, the maximum score was 103.00, the minimum score is 38.00. Meanwhile the range of self-confidence is 65.00 and sum score of self-confidence is 8610.00. The mean score of self-confidence (75.52) indicated that students' self-confidence of SMK Perikanan Provinsi Riau is high.

4.1.6 Descriptive Statistic of Student's Motivation

Table. IV.8
Descriptive Statistic of students' Motivation

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Student's motivation (Y)	114	48.00	51.00	99.00	8509.00	74.6404	.99112	10.58228
Valid N (listwise)	114							

Based on the table 1V.3 shows that mean score of students' motivation is 74.64. The maximum score was 99.00, the minimum score was 51.00. The range score of students' motivation is 48.00 and the sum of descriptive statistics is 8509.00.

4.1.7 Frequency of Distribution Score

Table IV.9
Frequency of learning Style (X1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54.00	1	.9	.9	.9
	68.00	1	.9	.9	1.8
	70.00	1	.9	.9	2.6
	71.00	2	1.8	1.8	4.4
	72.00	1	.9	.9	5.3
	73.00	1	.9	.9	6.1

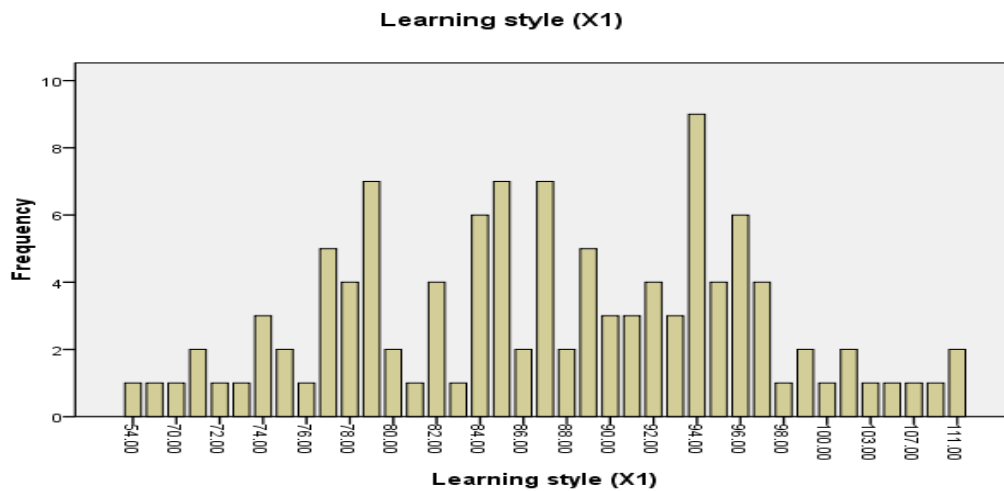
	74.00	3	2.6	2.6	8.8
	75.00	2	1.8	1.8	10.5
	76.00	1	.9	.9	11.4
	77.00	5	4.4	4.4	15.8
	78.00	4	3.5	3.5	19.3
	79.00	7	6.1	6.1	25.4
	80.00	2	1.8	1.8	27.2
	81.00	1	.9	.9	28.1
	82.00	4	3.5	3.5	31.6
	83.00	1	.9	.9	32.5
	84.00	6	5.3	5.3	37.7
	85.00	7	6.1	6.1	43.9
	86.00	2	1.8	1.8	45.6
	87.00	7	6.1	6.1	51.8
	88.00	2	1.8	1.8	53.5
	89.00	5	4.4	4.4	57.9
	90.00	3	2.6	2.6	60.5
	91.00	3	2.6	2.6	63.2
	92.00	4	3.5	3.5	66.7
	93.00	3	2.6	2.6	69.3
	94.00	9	7.9	7.9	77.2
	95.00	4	3.5	3.5	80.7
	96.00	6	5.3	5.3	86.0
	97.00	4	3.5	3.5	89.5
	98.00	1	.9	.9	90.4
	99.00	2	1.8	1.8	92.1
	100.00	1	.9	.9	93.0
	102.00	2	1.8	1.8	94.7

	103.00	1	.9	.9	95.6
	104.00	1	.9	.9	96.5
	107.00	1	.9	.9	97.4
	108.00	1	.9	.9	98.2
	111.00	2	1.8	1.8	100.0
	Total	114	100.0	100.0	

Table IV.9 explains that the most frequency of learning style is 9 students with score 94 cumulative percent 77.2%, and the highest score is 96 is 6 students with cumulative percent 86.0%. Next on, students who has score 87 is 7 students with valid percent 51.8%. Then, student who has score 85 is 7 students with cumulative

percent 43.9%. Another student who has score 84 is 6 students with 37.7% for cumulative percent. The last for frequency 7 student's score are 79 with cumulative percent 25.4%.

Check this histogram below:



Based on the histogram above shows the highest score of learning styles is 111 and the lowest score is 54. There are 9 students who has 94 score, 7 students for 87 score, 7 students for 85 score, 7 students for 79 score, and

Table IV.10
Frequency of Self-Confidence (X2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38.00	1	.9	.9	.9
	50.00	1	.9	.9	1.8
	54.00	1	.9	.9	2.6

57.00	1	.9	.9	3.5
60.00	1	.9	.9	4.4
61.00	4	3.5	3.5	7.9
62.00	2	1.8	1.8	9.6
63.00	1	.9	.9	10.5
64.00	2	1.8	1.8	12.3
65.00	4	3.5	3.5	15.8
66.00	4	3.5	3.5	19.3
67.00	4	3.5	3.5	22.8
68.00	7	6.1	6.1	28.9
69.00	1	.9	.9	29.8
70.00	4	3.5	3.5	33.3
71.00	7	6.1	6.1	39.5
72.00	3	2.6	2.6	42.1
73.00	4	3.5	3.5	45.6
74.00	5	4.4	4.4	50.0
75.00	3	2.6	2.6	52.6
76.00	4	3.5	3.5	56.1
77.00	5	4.4	4.4	60.5
78.00	5	4.4	4.4	64.9
79.00	2	1.8	1.8	66.7
80.00	2	1.8	1.8	68.4
81.00	3	2.6	2.6	71.1
82.00	5	4.4	4.4	75.4
83.00	4	3.5	3.5	78.9
84.00	3	2.6	2.6	81.6
85.00	2	1.8	1.8	83.3
86.00	2	1.8	1.8	85.1

87.00	1	.9	.9	86.0
88.00	2	1.8	1.8	87.7
89.00	2	1.8	1.8	89.5
90.00	1	.9	.9	90.4
92.00	2	1.8	1.8	92.1
93.00	1	.9	.9	93.0
94.00	1	.9	.9	93.9
95.00	1	.9	.9	94.7
98.00	2	1.8	1.8	96.5
100.00	1	.9	.9	97.4
101.00	1	.9	.9	98.2
102.00	1	.9	.9	99.1
103.00	1	.9	.9	100.0
Total	114	100.0	100.0	

Based on the table IV.5 explains that the most frequency of learning style is 7 students with scores 68 and 71 with cumulative percent 28.9% and 39.5%. and the highest score is 103 is a students with cumulative percent 100%. On the other hand, student who has score 74 is 5 persons with valid percent 50%. Then, student who has score 77 is 5 persons with cumulative percent 60.5%. Another student who has score 78 is 5 persons with 64.9% for cumulative percent. The last for frequency 5 student's score are 82 with cumulative percent 75.4%.

Check histogram of self-confidence below:



Based on the table above shows the most frequency is 7 persons who have score 68 and 71. The students frequencies are 5 who have score 74, 77, 78 and 82.

Table IV.11
Frequency of Student's motivation (Y)

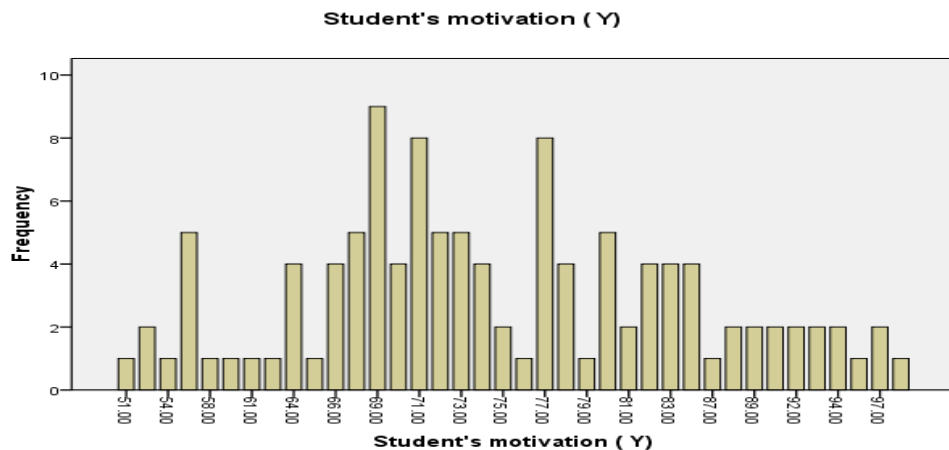
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.00	1	.9	.9	.9
	52.00	2	1.8	1.8	2.6
	54.00	1	.9	.9	3.5
	57.00	5	4.4	4.4	7.9
	58.00	1	.9	.9	8.8
	59.00	1	.9	.9	9.6
	61.00	1	.9	.9	10.5
	63.00	1	.9	.9	11.4
	64.00	4	3.5	3.5	14.9
	65.00	1	.9	.9	15.8
	66.00	4	3.5	3.5	19.3

68.00	5	4.4	4.4	23.7
69.00	9	7.9	7.9	31.6
70.00	4	3.5	3.5	35.1
71.00	8	7.0	7.0	42.1
72.00	5	4.4	4.4	46.5
73.00	5	4.4	4.4	50.9
74.00	4	3.5	3.5	54.4
75.00	2	1.8	1.8	56.1
76.00	1	.9	.9	57.0
77.00	8	7.0	7.0	64.0
78.00	4	3.5	3.5	67.5
79.00	1	.9	.9	68.4
80.00	5	4.4	4.4	72.8
81.00	2	1.8	1.8	74.6
82.00	4	3.5	3.5	78.1
83.00	4	3.5	3.5	81.6
84.00	4	3.5	3.5	85.1
87.00	1	.9	.9	86.0
88.00	2	1.8	1.8	87.7
89.00	2	1.8	1.8	89.5
90.00	2	1.8	1.8	91.2
92.00	2	1.8	1.8	93.0
93.00	2	1.8	1.8	94.7
94.00	2	1.8	1.8	96.5
96.00	1	.9	.9	97.4
97.00	2	1.8	1.8	99.1
99.00	1	.9	.9	100.0

Total	114	100.0	100.0	
-------	-----	-------	-------	--

Table frequency of student's motivation shows that frequency of 9 persons have score 69 with cumulative percent 31.6%. Then, frequency of 8 persons have score 71 and 77 with cumulative percent 42.1% and 64.0%, and the frequency of 5 persons have score 57, 68, 72, 73, and 77.

Check histogram of self-confidence below:



Based on the table above shows the most frequency is 7 persons who have score 68 and 71. The students frequencies are 5 who have score 74, 77.

4.1.8 The Result of Analysis Regression

1. Analysis regression liner learning style and student's motivation with hypothesis :

H_0 : There is no significant correlation between learning styles and student's motivation

H_1 : There is significant correlation between learning styles and student's motivation

Table IV.12
Result of regression linear between learning styles and student's motivation

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	87.948	8.965		9.810	.000
	learning styles	-.152	.102	-.140	-1.493	.138
a. Dependent Variable: student's motivation						

Table IV.12 shows about regression linear between variable X1 and Y with score is 0.13 higher than 0.05 it means that there is no significant correlation between learning style and student's motivation. It means that H_0 is accepted and H_1 rejected.

2. Analysis regression linear self-confidence student's motivation with hypothesis:

H_2 : There is significant correlation between self-confidence and student's motivation

H_0 : There is no significant correlation between self-confidence and student's motivation.

Table IV.13
Result of linear regression of self-confidence and student's motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.100	6.586		8.518	.000
	self-confidence	.245	.086	.260	2.846	.005

a. Dependent Variable: student's motivation

Table IV.3 shows about regression linear between variable X2 and Y with score is 0.00 is lower than 0.05. It shows that there is significant correlation between self-confidence and student's motivation. It means that H_2 is accepted and H_0 is rejected.

3. Analysis Multiple regression between learning styles and self-confidence on student's motivation with hypothesis:

H_3 : There is significant correlation between learning styles and self-confidence on student's motivation

H_0 : There is no significant correlation between learning styles and self-confidence on student's motivation

Table IV.14
Analysis result of multiple regression
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
1.(constant)	68.327	11.256		6.070	.000
Learning styles (X1)	-.133	.099	-.122	-1.337	.184
Self-Confidence (X2)	.237	.086	.251	2.753	.007

a.dependent variable: Student's Motivation (Y)

Based on the table 1V.1, the result of indicates learning styles influenced student's motivation significantly with because of T_{value} (1.337) is negative means that higher than than T_{table} (0.007) with sig value (0.184) is higher than probability (0.05). Therefore there is no significant correlation between learning style and student's motivation of the student at SMK Perikanan Provinsi Riau Dumai. It means that hypothesis or H_0 is acceptable and H_1 is rejected.

On the other hand, based on the table IV.1 indicates self-confidence also influences student's motivation significantly with T_{value} (2.753) is higher than T_{table} (0.000) with sig value (0.00) is lower to (0.05). It means that there is significant influence between self-confidence on student's motivation the student at SMK Perikanan Provins Riau Dumai. It means that hypothesis or H_2 is acceptable.

Table IV.9
Analysis result of multiple regression
The influence of learning styles and self-confidence on student's motivation

ANOVA					
Model	Sum of squares	Df	Mean square	F	Sig
2. Regression	1040.241	2	520.120	4.971	.009

Residual	11614.014	111	104.631		
Total	12654.254	113			

a. Predictors: (constant), self-confidence(X2), Learning styles

b. Dependen variable : student's motivation

Based on the table IV.2 above shows that sig value (0.00) is lower than (0.05) which the result can be assumed that it is linear, furthermore with F_{value} (4.971) is higher than F_{table} (0.017), thus H_3 is acceptable. It means that variable learning styles and self-confidence on student's motivation is linear.

Table IV.10

Model summary

Model	R	Rsquare	Adjusted R square	Std. Error of the Estimate
1	.287 ^a	.082	.066	10.22892

In addition to know the percentage of learning style and self-confidence influence on student's motivation with R-square is obtained. The result of analysis revealed that the R-square is (.082) it means that learning style and self-confidence not give the significant effect or model to student's motivation, its proved by the percentage R 2.8% while another 97.2% by other factors. Additionally, the R score is 28.7%.

4.2 Discussion

From the data analysis, the first hypothesis analyzed by simple linear regression shows that there is no correlation significant between variable X_1 toward Y with score $0.13 < 0.05$, second hypothesis analyzed by simple linear regression shows that there is a correlation between X_2 toward Y with score $0.00 < 0.05$ regression Furthermore, Third hypothesis analyzed by multiple regression shows that there is correlation between X_1 toward Y is not significant correlation with sig value $0.18 > 0.05$, X_2 toward Y is significant correlation with sig value $0.00 < 0.05$.

Based on the data of the result, students showed that learning styles is not linear on student's motivation. Learning style is chosen by student as device to make comfort learning process in the class. From the general descriptive statistic of learning style, the means score of learning style is 87, with range score 57. Furthermore, based on the result each style shows that student more prefer to group learning style, it's proved by means score 37 in minor learning styles preference. Reid (2005;64) states that the key point in relation to learning style is that firstly, every effort should be made to organize classroom environment in a manner which can be adapted to suit a range style. From the research result students of SMK perikanan prefer to use group in learning,

From the data result of self-confidence there is a significant correlation between self-confidence on student's motivation at SMK Perikanan Provinsi Riau in Dumai. It's proved by sig value $0.00 < 0.05$ with mean score of descriptive statistic is 75.52, the maximal score is 103.00 and the minimal score is 38.00. The mean score of self-confidence (75.52) indicated that students' self-confidence of vocational school

Perikanan Provinsi Riau was high. One of indicators self-confidence is motivation. Both of self-confidence and motivation have a connection that creates to give effect to each other, even its relate or not. Burton and Platts (2006;1) state on their book entitle Building confidence for Dummies that Confidence is an everyday experience, something you have quite often, except on those all-important occasions when it seems to leave you and you could really use more of it – whatever ‘it’ is.

Based on data of the result shows that there is significant correlation between learning styles and self-confidence with sig value $0.00 < 0.05$ means that X1 and X2 is linear to student's motivation. The means score of student's motivation is 74. Harmer (2003) states that motivation is essential to success: that people have to want to do something to succeed. Without such motivation the learners will almost certainly fail to make the necessary effort. Motivation plays a significant role in the process of learning a language. Students who were motivated success in learning process, but we need to know every student has different opinion or interesting in learning, so it depend on how characteristic and situation when learning English in the class

CHAPTER 5:

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the data analysis which was explained at chapter IV, finally the researcher made conclusion of the research about The Correlation between Learning Styles and Self-confidence on Students' Motivation at SMK Perikanan Provinsi Riau

1. From the research finding the correlation between variable X_1 and Y , It proves that there is no significant correlation between learning styles (X_1) and students' motivation (Y), It can be seen that sig. (2-tailed) is 0,13 and it is higher than significant probabilities 5% or 0,05. It means that H_0 is accepted.
2. From the research finding the correlation between variable X_2 and Y , there is a significant correlation between self-confidence (X_2) on students' motivation (Y). It can be seen that sig. (2-tailed) is 0,00 and it is lower than significant probabilities 5% or 0, 05. It means that H_2 is accepted.
3. From the research finding the correlation between variable X_1 and X_2 toward Y . it can be seen that sig $0.18 > 0.05$ and $0.00 < 0.05$.
4. From the research finding the correlation between variable X_1 and X_2 toward variable Y using multiple regressions (ANNOVA) on calculated by SPSS 17. The result of calculated that there is a significant correlation between learning styles (X_1) and self-confidence (X_2) on students' motivation (Y), It also can be seen that sig. (2-tailed) is 0,00 and it is lower than significant probabilities 5% or 0,05. It means that H_3 is accepted. So, it is clear to say that Learning Styles and Self-

Confidence have correlation on students' motivation at SMK Perikanan
Provinsi Riau in Dumai.

1.1 SUGGESTION

Dealing with the conclusion of the research, some suggestions are proposed as follows:

1. Suggestion for English teacher

The teacher can use learning styles as the variations ways in teaching and learning process. It because of the advantages of learning styles does not only to guide students' in learning English, but also to increase the students' more creative and respect to the class. Moreover, it will be much better to the teacher to enrich their experience in understanding self-confidence of each student with different characters, it's creates more fun condition in learning.

2. Suggestion for the students

- a. The students should try to decide the proper styles in learning
- b. The students should pay full attention to the lesson explained by the teacher.
- c. Student should learn how to build high confidence, it's better for student to create good communication and interaction to others.
- d. The students should be more active and confidence in the process of and learning in the classroom especially to the lesson

3. Suggestion for the next researcher

This research is one of about learning style, self-confidence, and student's motivation. This research design is correlational research. There are many information and material as reference. So, researchers are expected this study can be used as the reference for them to support their study. It is also suggested that researcher can take the lower sample.

In conclusion, the writer needs a validation from the next researchers that have the same topic. It means that, the correlation between learning styles and self-confidence on student's motivation can be used in the other schools to know the influence of them. Also, this research can be used as the relevant research for next research.

1.2. IMPLICATION

REFERENCES

- A, Papalia. (1978). *Assessing Students' Learning Styles and Teaching for Individual Differences*. Hispania.
- Alizadeh, M. (2016). The impact of motivation on English language Learning. lahijan Branch, . *Islamic Azad University, Lahijan Iran*.
- Andrews, W. (1981). *Teaching Format and Student Styles: The Interactive Effects on Learning*. Research in Higher Education.

- Bandura. (1980). *Learning , Remembering, Believing*. Washing: National Research Council.
- Bandura, A. (1986). *Social Fundation of thought Action, A Social Coognitive Theory* . Englewoodclift, NJ: Practice Hell.
- Bolduc, M. (2000). *The Power of Motivation* . Canada : Guaranteed.
- Boud, D. (2000). *Sustainable Assesment: Rethinking Assesment for The Learning Society* . Studies in Continuing Education.
- Brian, T. (1997). *Great Litte Book on the gift of Self-Confidence Successories* . United State: The Carrer Press.
- Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices* . California : Longman University Press.
- Brown, H. D. (2004). *Language Assesment Principles and Classroom Practice* . New York: Pearson Education inc.
- Brown, H. D. (2007). *Principles of Langaue Learning and teaching Fifth Edition*. New Jearsey : Prentice Hall Regents.
- Claire, K. K. (2014). *The Confidence Code*. Harpecollin: The Science of Getting More .
- Creswell, J. W. (2008). *Educational Research_Planning, conducting, evaluating quantitative and qualitative*. new Jearsey: Pearsn Educatio International.
- Curtis, R. (2017). *Increasing Engagement and Motivation* . Carson-Newman University.
- Dorneyei, Z. (2010). *teacching and Researching Motivation. Second Edition*. Harlow: Pearson.
- Dr. Teo, T. C. (2017). *Understanding asiain students learning styles, cultural influence and learning strategies school of business, school of Business and Finance* . London, Singapore.
- Fachrudin, M. F. (2012). *the correlation between students' learning styles and students' speaking achievement english education, faculty of language and arts* . university of surabaya.

- Garnezy, G. G. (1963). *Principle of General Psychology*. New York: Ronald.
- Gurler, i. (2015). correlation between self-confidence and motivation of english language teaching and english language and literature preparatory students agri ibrahim cacen universitas faculty of science and letter, department of english language and literature . *turkey*.
- Gusmella, r. s. (2017). the influence of students' learning styles and learning strategies toward students english achievement of second grade students at SMA N 2 rambah hilir. *UIN SUSKA Riau*.
- J.Biggs. (1979). *Individual Differences in Study process and the Quality of Learning Outcomes*. Education .
- Jhonson, K. M. (Communication in the classroom). 1981. London: Longman.
- Judy, W. H. (2009). *Building Self-Confidenc with Encouraging Words*. United States of America, Europe and Canada: Total Reccall Publication.
- Julanos. (2018). The influence of self-confidnce and self-esteem on students' English Achievement at sekolah Tinggi teknologi dumai. *STT DUMAI*.
- K.B Lenz, S. E. (1996). *Teaching Learning Strategies to Adolescents and Adults with Learning Disabilities*. . Austin: TX Pro-Ed. Inc.
- Kate Burton, B. P. (2004). *BUilding Confidence for Dummies*. England: Jhon Wiley and Son.
- Keefe, J. (1987). *Learning Styles Theory and Practice*. Reston VA: National Association of Secondary School Principals.
- Lai, H.-Y. T. (2013). The motivation of learners of English as foreign Revisite at Departmen of Applied foreign languages. *national taipei college of business, Taipei City. Taiwan*.
- Leaver, B. L. (2005). *Second language Acquisition*. New York : Cambridge University press.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Mahadi, T. S. (2012). Motivation, its types its impact in language learning. . *Malaysia*

- Muliati, R. (2016). The Influence of Students' Learning Styles and Intrinsic on Their English Motivation at State Islamic Senior High School (MAN) Kuok Bangkinang Barat of Kampar Regency. *UIN SUSKA Riau*.
- Murray, D. (2005). *Coming Out Asperger Diagnosis Disclosure and Self-confident*. London and Philadelphia: Jessica Kingsley Publisher .
- Naserieh, F. (2009). The relationship between perceptual learning styles preference and skill- based learning strategies. Faculty of literature and humanities department of english . *Shahid Behest Univeristy*.
- Neir, C. (2019). *How to supercharge your confidence*. United Kingdom: Summersdale Publisher .
- Nzesei, M. M. (n.d.). A correlation study between learning styles and academic achievement among secondary school students . *Kenya Mutua*.
- Oxford, L. R. (2003). *Language Learning Styles and Strategies: an Overview Learning Styles and Strategies*. US: Gala.
- P. Pintrich and D, S. (1996). *Motivation in Education* . New Jersey: Prentice Hall .
- Prichard, A. (2008). *Ways of Learning Theories and Learning styles in the Classroom*. London and New York: Routledge.
- Rahman Sahragard, O. M. (2014). relationship between iranians' efl learners language learning styles, writing proficiency and self- assessments Shiraz University, Hakim Sabzevari University . *Shiraz Iran, Sabzevar Iran*.
- Raymond, L. C. (n.d.). Understanding Asian Students Learning Styles, Cultural Influence and learning Strategies. school of Business and School of Business and finance . *London, Finance*.
- Reid, G. (2005). *Learning Styles and Inclusion*. London: Paul Chapman Publishing.
- Reid, J. (1987). *The Learning Styles Preferences of ESL Students*. Quarterly .
- Rosmayanto. (2018). a correlation between self-confidence and the students' speaking skill at SMA N 1 Gresik. *Swadaya Gunung Jati University*.

- Saadi, A. I. (2012). An Examination of the learning styles of Saudi Preparatory School Students who are high or low in Reading Achievement. *University Melbourne Australia*.
- Salkind, J. N. (2008). *Encyclopedia of Educational psychology*. USA: SAGE Publications.
- Saracaloglu, s. (2009). a study correlation between self-confidence and academic motivation of prospective teacher. *adnan mealnderes univeristy aydun turkey instructur beste dincer*.
- Sarini Abdullah, S. T. (2015). *Statistika Tanpa Stress*. Jakarta: Transmedia.
- Serbrenia, S. R. (1995). *The Importance of Learning Styles: Understanding the implication for learning, Course design, and Education*. Londo : Greenwood Press.
- Simon, C. (2004). *Learning Styles : An Overview of Theories, Models and Measures*. UK: University of Salford.
- Slavin, R. E. (2005). *Educational Psychology_Theory and Practice*. Boston: Pearson.
- Trajanov, M. (2016). relationship between teaching styles and strategies and FL learners' motivation at faculty of Humanities and social sciences department of English TEFL section. *University of Zagreb*.
- Whitely, P. (2002). *Motivation* . United Kingdom: Capstone Publishing.
- Yusuf, M. (2017). the influence of students' motivation and anxiety toward motivational language development center of state islamic university of sultan syarif kasim riau. *Uin Suska Riau*.
- Zachary, K. J. (2016). *Your Gudie to Developing Self-Confidence, Self-Esteem, Irresistible, Charisma and Overcoming Anxiety*.

APPENDIXES

Perceptual Learning Style Preference Questionnaire

(Copyright 1984, by Joy Reid. Explanation of learning styles was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Directions:

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

Name :

Class :

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand well.					
2. I prefer to learn by doing in class.					
3. I get more works done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them well.					

11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					

22. When I learn something, I remember what I have learned well.					
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to work by myself.					

QUESTIONNAIRE OF SELF-CONFIDENCE

Adapted from Philip Charter (2005)

The purpose of this questionnaire is to investigate the students' motivation. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There were 30 questions and statement. All items were closed-ended questions that asked about each student's personal data where they had to put ticks in boxes. The questions were in the form of Likert-Scale with five options:

- (1) never ,
- (2) seldom,
- (3) sometimes,
- (4) often and
- (5) always

Class:

Gender:

	Self-confidence Items	1 (never) Tidak pernah	2 (seldom) Jarang	3 (sometimes) Kadang- kadang	4 (often) Sering	5 (always) Selalu
1.	Do you usually feel good about yourself?					
2.	Would you relish the opportunity to take part in English activity in English?					
3.	How often do you worry to your friends in learning English?					
4.	Would you be afraid of standing up and making your point of view known in front of your friends in the class?					
5.	I plan to learn English as much as possible					
6.	I would feel uncomfortable when learning English anywhere outside the classroom					
7.	Do you ever feel self-conscious in public places?					
8.	When you are reading in front of the class, are you ever that you are able to attract your friend's attention and make them understand your idea?					
9.	How often do you put yourself down?					
10.	Would you feel nervous about meeting someone very influential or famous?					
11.	How do you set yourself goals or wishes to achieve something?					
12.	Do you ever believe in the power of positive thinking?					
13.	Do you ever backward or coming forward in accepting a risk and challenging task?					
14.	Do you ever enjoy circulating and meeting new people at social gathering?					
15.	Do you ever believe that in life it is necessary to conform in order to be accepted?					
16.	Are you able to bounce back quickly serious adversity?					

17.	Do you ever believe it is fun to speak English in front of unknown or people?					
18.	How often do you feel sad or depressed when there is nobody that you can converse in English?					
19.	I feel anxious if someone asks me something in English					
20.	I wish I were comfortable in learning English					
21.	<i>I am able to do things as well as most other people</i>					
22.	I certainly feel useless when I learn English in class					
23.	I worries that other students learning English better than me					
24.	<i>I feel I do not have much to be proud of</i>					
25.	<i>I take a positive attitude toward myself</i>					
26.	Do you always stick your guns if you honestly believe that you are correct?					
27.	Does the prospect always making speech in front of a large audience worry you?					
28.	I feel that I'm a person of worth, at least equal to others					
29.	On the whole, I am satisfied with myself.					
30.	I am inclined to feel that I'm a failure					

QUESTIONNAIRE OF MOTIVATION

Adapted from Gardner (2004)

The purpose of this questionnaire is to investigate the students' motivation. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There were 30 questions. All items were closed-ended questions that asked about each student's personal data where they had to put ticks in boxes. The questions were in the form of Likert-Scale with five options:

- (1) Strongly Disagree (SD),
- (2) Disagree (D),
- (3) Moderate (M),
- (4) Agree (A), and
- (5) Strongly Agree (SA).

Class:

Gender:

	Motivational Items	1 (SD)	2 (D)	3 (M)	4 (A)	5 (SA)
1.	I really enjoy learning English					
2.	I feel very much at ease when I have learning English					
3.	I think my English class is boring					
4.	I think English is very important part of school program					
5.	I plan to learn English as much as possible					
6.	I would feel uncomfortable when learning English anywhere outside the classroom					
7.	I would feel like comfortable when learning English anywhere inside the classroom					
8.	When I am learning English, I ignore distraction and pay attention to my teacher explanation					
9.	I am sometimes anxious that the other students in class					
10.	When I leave school, I will give up the study of English because I am not interest in it					

11.	My parent try to help me in learning English					
12.	I never feel quite sure of myself when I am speaking in small discussion					
13.	I make a point of trying to understand all learning English in the classroom					
14.	My English teacher is better than any others teacher					
15.	I don't bother checking my assignments when I get them back from my English teacher					
16.	When I have a problem understanding something in my English class, I always my teacher help					
17.	I tend to give up and not pay attention when I don't understand my English teacher explanation something					
18.	I haven't great wish to learn more than basic of English					
19.	I feel anxious if someone asks me something in English					
20.	I wish I were comfortable in learning English					
21.	I don't pay much attention to the feedback I received in my English class					
22.	I know English isn't really an important goal in my life					
23.	I really hate learning English because it's difficult					
24.	I think learning English is important, because I want to be a winner in class					
25.	My parents have stressed the importance English will have for me when I leave school					
26.	To be honest I really have little interest in my English class					
27.	I worries that other students learning English					

	better than me					
28	I would prefer to have a different teacher					
29	I am not interest if learning English in group					
30	I sleep while learning English in class					



PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU

Email : dpmptsp@riau.go.id

Kode Pos : 28126



032010

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/27633
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 2488/Un.04/PPs/PP.00.9/2019 Tanggal 4 November 2019**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | ELLA NOVI ANJANI |
| 2. NIM / KTP | : | 21790125769 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE CORRELATION BETWEEN LEARNING STYLES AND SELF-CONFIDENCE ON STUDENT'S MOTIVATION AT SMK PERIKANAN PROVINSI RIAU |
| 7. Lokasi Penelitian | : | SMK PERIKANAN PROVINSI RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 8 November 2019



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

Pekanbaru, 11 November 2019

Nama	:	ELLA NOVI ANJANI
NIM / KTP	:	21790125769
Program Studi	:	Pendidikan Agama Islam



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
CABANG KOTA DUMAI

JALAN WISMA HAJI, Kec. Kota Dumai, Dumai Kota KodePos 28821
Email : kacabdisdik.dumai@gmail.com

SURAT KETERANGAN IZIN RISET

Nomor : 800 / Disdikcab / 6.7 / 2019 / 389

Berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/27633 Perihal Pelaksanaan Kegiatan Riset/Pra Riset dan Pengumpulan Data untuk Bahan Tesis. Yang bertanda tangan dibawah ini :

Nama : H. BASRIAL, S.Sos
NIP : 19620203 198801 1 001
Jabatan : Kepala Cabang Dinas Kota Dumai
Dinas Pendidikan Provinsi Riau

Dengan ini Menerangkan bahwa nama berikut :

Nama : ELLA NOVI ANJANI
NIM / KTP : 21790125769
Program Studi : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Jenjang : S2
Lokasi Penelitian : SMK PERIKANAN PROVINSI RIAU
Judul : THE CORRELATION BETWEEN LEARNING STYLES AND SELF
CONFIDENCE ON STUDENT'S MOTIVATION AT SMK PERIKANAN
PROVINSI RIAU

Bahwa nama tersebut diberikan izin untuk melaksanakan Riset (Penelitian) dan Pengumpulan Data untuk penyusunan bahan Tesis di SMK Perikanan Provinsi Riau.

Demikian Surat Keterangan ini di buat sesuai dengan keadaan yang sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Dumai, 11 November 2019

Kepala Cabang Dinas Kota Dumai
Dinas Pendidikan Provinsi Riau

H. BASRIAL, S.Sos
NIP. 19620203 198801 1 001